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ABSTRACT

Educators' main concern in 1956 is with teaching in small communities rather than exclusively with teaching in one-teacher schools. The modern rural school is likely to be one which serves an entire community, usually including a hamlet, village, or small-town center and the surrounding open country area. Yet, the school tends to be small (about 64 percent of all school districts have fewer than 10 teachers and about 11 percent have 40 or more). Written for teachers who serve small communities, the Department of Rural Education's 1956 Yearbook focuses on problems encountered by teachers in small schools throughout the United States. Emphasis is upon practical approaches to these problems, although it is recognized that no solution to one teacher's problem can be transposed to another situation. The solutions are based on the assumptions that (1) good learning experiences utilize and grow from the child's own environment; (2) education is more effective when directed toward the improvement of living; and (3) it is important that the school program be sufficiently flexible and varied to allow each child the opportunity to grow to his maximum capacity. Also included are a 53 item annotated bibliography and the roster of the Department's active members for the calendar year 1955 and those enrolled prior to April 1956, listed alphabetically by States. (NQ)

YEARBOOK
1956

TEACHING IN THE Small Community

DEPARTMENT OF RURAL EDUCATION

Teaching in the Small Community

Edited by
ROBERT S. FOX

Yearbook 1956
DEPARTMENT OF RURAL EDUCATION
National Education Association of the United States
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FOREWORD

With this 1956 Yearbook the Department of Rural Education again turns its attention directly to problems of teachers and of teaching. This is not a new concern, for it appears again and again in *The Journal of Rural Education*, published by the Department from 1921 to 1926, and in the official bulletins and yearbooks which began their annual appearance in the late 1920's. Among the titles published during the past quarter century are: *Organization of Curriculum for One-Teacher Schools* (1933); *Newer Types of Instruction in Small Rural Schools* (1938); *Community Resources in Rural Schools* (1939); *Child Development and Tool Subjects in Rural Areas* (1941); *Guidance in Rural Schools* (1942); and *The Child in the Rural Environment* (1951), as well as *The Rural Supervisor at Work* (1949), which looks at problems of teachers through the supervisor's eyes, and several volumes in such special fields as school libraries, conservation education, and physical education.

Significant differences between the rural America of two and three decades ago and the rural America of today are reflected in the literature in rural education of that day and now. In 1930, approximately 25 percent of the United States population lived on farms, while 19 percent was classified as rural non-farm and 56 percent as urban. Today, only 15.6 percent of the population lives on farms, while 25.3 percent is classified as rural non-farm and 58.8 percent as urban. In 1930, nearly 149,000 one-teacher schools were operating; today only about 39,000 of these remain. The number of school districts has been sharply reduced—from 127,530 in 1932 to 59,270 on July 1, 1955—as states have sought to organize districts capable of providing the range and quality of educational offerings which rural life today demands.

In 1956, therefore, we are concerned with teaching in small communities, rather than with teaching in one-teacher schools exclusively. The modern rural school is likely to be one that serves an entire community, usually including a hamlet, village, or small-town center and the surrounding open country area. Nevertheless, the school in a small community tends to be small (about 64 percent of all school districts which operate schools have fewer than 10 teachers; only about 11 percent have 40 or more), so we must be concerned with the distinctive

problems faced by teachers in small schools. We are aware, too, that about 8 million children now travel to school in school buses, and that special problems arise from this circumstance.

But more than all else, we are concerned with the teaching and learning which goes on in schools serving small communities. Life in small communities has much in common with life in other communities, but it also has its distinctive qualities, some of which have special significance for learning. The child's present needs and problems are what they are because of the interrelationships of his life and that of his community. Out of what he experiences come the meanings which he attaches to words both as he hears them and as he learns to read; to numbers and quantitative relationships; to his interactions with others. Out of these same experiences comes also the basis for a growing understanding of an orderly universe and of man's life on the earth.

Well used, the resources of rural and small community environments are infinitely valuable for learning the kinds of things children growing up in this nation and world need to know and understand. We commend this Yearbook for the insight it gives into these resources and their use, and for its practical help on varied problems faced by the thousands of persons who live and teach in small communities.

CLIFTON B. HUFF
President

HOWARD A. DAWSON
Executive Secretary

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1956 YEARBOOK COMMITTEE

ROBERT S. FOX, *Chairman*
Associate Professor of Education and Director of the University School, University of Michigan, Ann Arbor, Michigan

EFFIE G. BATHURST
Education Specialist, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

DANIEL R. CHADWICK
Principal and Upper-Grade Teacher, Cave Creek Elementary School, Phoenix, Arizona

LOIS M. CLARK
Assistant Director, Division of Rural Service, National Education Association, Washington, D. C.

MRS. BERYL E. CLEM
Assistant Professor of Education and Supervisor of Teaching, Eastern Oregon College of Education, La Grande, Oregon

CLARA E. COCKERILLE
Assistant Superintendent of Schools, Armstrong County, Kittanning, Pennsylvania

DOROTHY I. DIXON
Assistant Superintendent of Schools, McDonough County, Macomb, Illinois

ANNE S. HOPPOCK
Assistant Director, Elementary Education, State Department of Education, Trenton, New Jersey

LILLIAN D. JOHNSTON
Educational Consultant, El Dorado County Schools, Placerville, California

CHARLES L. KINCER
Supervisor, Rural School Improvement Project, Pine Mountain, Kentucky

MRS. GENEVIEVE BOWEN SHAW
Pebble Hill Acres, Doylestown, Pennsylvania

MRS. MARIE R. TURNER
Superintendent of Schools, Breathitt County, Jackson, Kentucky

DEVELOPMENT OF THE YEARBOOK

One of the exciting differences between the usual professional book and most yearbooks is the high level of cooperative effort represented in the latter. The Department of Rural Education has been fortunate in having been able to draw upon the rich resources of its membership and many other persons vitally concerned with problems of teaching in the small community in the development of this 1956 Yearbook.

So that the contents of the Yearbook might be genuinely helpful to teachers, hundreds of rural teachers contributed from their experiences and concerns the basic questions with which every section of the book deals. These questions, together with illustrations of promising practices sent in by teachers, supervisors, administrators, and college instructors who work close to the problems of teaching in small communities, were made available to the twelve people who make up the 1956 Yearbook Committee. Committee members undertook the major task of preparing an original draft of each of the chapters. It is to these people that the reader and the Department owe a primary debt of gratitude.

Several authors involved a number of colleagues from their regional areas in gathering ideas and in actual writing. To print each name would require several pages, even if it were possible to secure a complete list. To these people the Yearbook readers are deeply indebted. The wealth of illustrative material and the freshness of its presentation is due in large measure to the help of such persons.

Coordination of the work of the Yearbook Committee and the Committee on Publications and Constructive Studies has been provided by Effie G. Bathurst serving as a member of both committees. Her guidance in helping to plan and develop this Yearbook and in identifying ready resources is indeed deserving of special recognition.

The help of one further group was enlisted in the capacity of "reviewers." These leaders in the field of rural education, together with each member of the Yearbook Committee, willingly agreed to read critically all of the preliminary drafts of chapters and to suggest improvements. This they did and through their help major revisions directed toward improved organization and readability were undertaken.

In addition to the Yearbook Committee, the team of reviewers was made up of the following:

FRANK L. AMBROZICH
Principal, Carlton High School, Carlton, Minnesota

MRS. EILEEN BOSS
Principal, North Holland School, Holland, Michigan

MRS. JULIA MADGE BROWN
Rural Teacher, Wilsey, Kansas

FRANCIS L. DRAG
Basic Education Specialist, United States of America Operations Mission to the Philippines (International Cooperation Administration), Manila, Philippines

JANE FRANSETH
Specialist for Rural Education, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

MRS. ANNE HOIHJELLE
Curriculum Coordinator, San Diego County, San Diego, California

EDITH KUHL
Rural Teachers, Logan, Iowa

MRS. HELEN B. MC DONALD
Elementary Supervisor, Bureau of Rural Services, State Department of Education, Winsted, Connecticut

MRS. FLORENCE M. PARK
Teacher, Fall Creek School, Copco-Hornbrook, California

LUCILLE SOLLENBERGER
Elementary Consultant, Stanislaus County, Modesto, California

GORDON I. SWANSON
Associate Professor, Department of Agricultural Education, University of Minnesota, St. Paul, Minnesota

MRS. MARY R. WATSON
Elementary Supervisor, Cobre Consolidated Schools, Bayard, New Mexico

No project undertaken by the Department of Rural Education lacks for enthusiastic and untiring support from the professional staff of the Department. They work behind the scenes with a diligence and zeal that inspires each of us who is involved. For creative ideas at every stage of the development of this Yearbook, for much of the editing, for all of the processing of data, handling of correspondence, and final printing, we are indebted to the members of the headquarters staff, and especially to Lois M. Clark, Assistant Executive Secretary, who served both as a member of and as primary advisor to the Yearbook Committee.

ROBERT S. FOX
Editor

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CHAPTER 1

Focus on the Small Community

THE modern school serves its community. The community school, emphasizing interaction and service between school and community, has become the objective of most thoughtful teachers and citizens. Defining the community school as "an educative process by which the resources of the community are related to the needs and interests of people," a recent yearbook[1] called attention again and again to the importance of each school being of and for its community.

Many of the communities in our country are relatively small. Thus, a large number of teachers are concerned with providing good educational opportunities to children in small communities, communities in which the schools and other agencies serve both rural and a town population. Some of the schools in such communities are fairly large graded schools with many of the resources which consolidation has brought; others are isolated, rural schools with one or two or three teachers carrying the full responsibility for a comprehensive educational program.

These schools have in common a community setting which sociologists can describe best in terms of the human activities that are carried on. A common shopping area serves its town and rural customers. Face-to-face relationships are frequent. Community activities include many of the same people serving in various roles. Primary social groups are found in the church, school, and agricultural or vocational organizations, such as the Grange, Farm Bureau or Agricultural Extension Club.

[1] National Society for the Study of Education. *The Community School.* Fifty-Second Yearbook, Part II. Chicago, Ill.: the Society, 1953.

Robert S. Fox, Director of the University School, University of Michigan, and Editor of the Yearbook, prepared the original draft of Chapter 1.

"But," the reader may ask, "what, exactly, is a *small* community? Do I teach in one? Will this Yearbook be useful to me?" The Yearbook Committee deliberately does not attempt to define "small community" in a rigid manner. While the United States census classifies as rural all people who live in the open country and in hamlets, villages, and towns of 2500 people or less, some communities may be larger than this and still retain many of the operational characteristics of the small town. Cushman[2] suggests two common denominators that run through the various community types:

> First, there is a relatively low density of population. People just live farther apart than in cities, and communities are simply small. Secondly, most of the people in rural communities are primarily dependent for their livelihood upon the immediately surrounding resources and the uses made of them. These resources may be rich soil, lakes, minerals, or trees, but the inhabitants secure their living from them rather directly. When a population aggregate grows so large that the majority of the people make their living by the processing of raw materials brought in from distant places into such manufactured goods as automobiles, washing machines, radios, and clothing, people take on the social and economic characteristics usually associated with cities and the community is no longer rural.

This Yearbook is written for teachers who serve these small communities. It focuses on teacher problems, many of them phrased in the very words used by teachers in small schools throughout the United States. Emphasis is upon practical approaches to these problems, even though it is recognized that no solution to one teacher's problem can be transposed to another situation. Yet, some sharing of ideas seems to be helpful in creating unique solutions to similar problems.

The Yearbook Committee feels that the Department of Rural Education is in a position to make this kind of contribution to the improvement of rural teaching through the use of the resources of its wide membership. Such a source of pertinent problems and illustrative approaches to their solution would be extremely difficult for authors of textbooks to develop independently.

A mere unselected reporting of practice, however, could easily prove misleading. "Solutions" to problems may be, in some instances, mere postponement of realistic attack on the problem, or may result in a treating of the symptoms alone. Thus, the writing and editing of this

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[2]Cushman, M. L. "The Reality of Rural Education." *Phi Delta Kappan* (Vol. 26, No. 1); October 1954. p. 4-5.

Yearbook has proceeded under certain assumptions with regard to what is good education, or what are promising directions in which to move.

One such assumption is that *good learning experiences utilize and grow from the child's own environment.* While the child from the small community or from a rural area may need to prepare to make his way in urban society, there is excellent reason to make a maximum use of the background of experiences, interests, and problems of his own living as a vehicle for the learning of facts, attitudes, and techniques in solving real problems. A child enthusiastic about improving his *own* living in the rural community will be a valued citizen of any community to which he may move.

This leads to a second assumption: *Education is more effective when directed toward the improvement of living.* In other words, if teachers can facilitate children's attacks on problems which are real and important to them and which are also considered important by the adults around them, the learning opportunities are maximized. It makes good sense to them! Transfer of skills and attitudes from such experiences to dealing with other problems of real life, during and after school years, becomes easier. If "problems in the improvement of living" is broadly interpreted, the development of skill in attacking such problems might constitute the primary purpose of education.

A third principle underlying good education in the estimation of the Committee is that, in view of the wide range of individual differences existing in any group of children, *it is important that the school program be sufficiently flexible and varied that each child may have opportunity to grow to the maximum of his capacity.* Individual differences are not looked upon primarily as problems, nor are they merely accepted as inevitable. They are recognized as basic ingredients of healthful personal growth and democratic social progress.

It is obvious upon examination of these assumptions that the Committee can look at teaching in a small community in a very positive way. There are genuine advantages! The school in the small community has to stay close to the people to utilize to the fullest the community school concept. In the large urban centers the "neighborhood" has been nearly swallowed up in the impersonal, rushing, mechanized city. Active involvement of parents and citizens in the school program, a focusing of the school curriculum on real community problems, and wide utilization of local resources in studying and acting upon such problems are highly possible in the small community school.

School district reorganization, equalization of educational opportunity through state and national financial support, and strengthening of the intermediate administrative unit are approaches which have been extensively studied and actively promoted. Such progress has been made, moreover, that it can be stated with assurance that the *small school district* is on its way out! Students of the school district reorganization movement are quick to point out, however, that the development of larger, more efficient administrative units does not mean necessarily that the *small school* serving the local neighborhood or community is to be abandoned. Thus, a guiding principle governing plans for school district reorganization has been to *respect the need of the natural sociological community for its own school.* "A school in each community" in a nation of small communities means that the problems and challenges of "Teaching in the Small Community" are of vital concern to the education profession.

You are invited to share your thinking with that of the many teachers and administrators who have contributed to this Yearbook in consideration of such problems as: What do I teach in the small community school? How can I get it all in? Where can I get materials and resources? Or even such personal considerations as: To what extent should local community standards affect my private life?

CHAPTER 2

What Do I Teach?

WHAT do I teach? In my small community this depends on my pupils and what they need for their growth and development in their rural environment. It depends on their problems of living from day to day and on the tasks their rural home and community expects of them.

What I teach in my school extends beyond the skills of reading, writing, spelling, arithmetic, history, geography, and language. My program of teaching also includes helping children in rural environments develop social understanding and enjoyment and love of other people. I try to help each child grow in his capacity for getting along happily and successfully with his peers and also with those who are older and with those who are younger than he is. I try to guide him as he learns to use wisely his rural environment and the services of our economic system to improve life for himself and others. I aid him in developing increased feelings of responsibility and appreciation for the natural resources which are especially entrusted to rural people. And I help him develop emotional balance and poise that come from good mental and physical health and other resources of personality growth. I would like first to tell you about the school in which I teach.

The Cave Creek Elementary School

The school in which I teach is the Cave Creek Elementary School, a two-teacher school about 27 miles north of Phoenix, Arizona. Both teachers have masters' degrees. Both are interested in rural life and communities and have had experience in rural teaching.

The building is a white frame structure with two classrooms, a cloakroom, and a storeroom. In the back are the restrooms, as modern and

Effie G. Bathurst, Education Specialist, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., and Daniel Chadwick, Principal and Upper-Grade Teacher of the Cave Creek Elementary School, Cave Creek, Arizona, prepared the original draft of Chapter 2.

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sanitary as you will find in any school building. I teach the older students and serve as principal. Mrs. Elsie V. Linn teaches the primary pupils. She has always taught in rural schools and likes the work so much that she will teach nowhere else.

The school ground lies in pleasant surroundings with desert-type shade trees and more than enough space for the children's play. When pupils wish more of the Arizona air to study in, the desks are moved out-of-doors and the shaded part of the school ground becomes their "patio" at no extra cost. When a small group is learning a dance or practicing a play, the school ground is their multipurpose room.

The enrollment is 30 pupils, with 17 in Grades V through IX and 13 in Grades I through IV. The classes are not crowded, and no child is overlooked. Because there are several grades for each teacher, the teachers sometimes arrange for different grades to work together and plan the curriculum to meet the changing needs of mixed-grade, or ungraded, groups. Curriculum experiences are drawn from the community as well as the school.

Each of us teachers works with the same students more than one year. In this school it is not necessary for a teacher to go through the process of getting acquainted with a new class every September. Friendships and even lessons can begin in September where they were temporarily broken off last May. Even casual visitors are impressed with the warmth of affection in the groups we teach.

Curriculum experiences are drawn from the community

The community as well as the school provides curriculum experiences. This means that the program of the school is closely related to the life of the pupils. One day, for example, in the eighth grade a question arose about what is meant by a stock company and paying dividends and running a business. The class decided to organize a stock company of their own. They formed the Cave Creek Chicken Corporation (the 4 C's) and designed stock certificates which they sold for 25c each. The money received from the certificates was invested in 85 chicks and some equipment.

Everything went well until a stockholders' meeting voted an assessment to pay for feed. The stockholders were worried. When a second assessment came and some of the chicks had died, the stockholders decided that they would be losing money and desired to sell their shares. At the end of 16 weeks the Corporation sold its growing chickens and

liquidated its assets. After helping to keep books for the Corporation and being assessed for feed, the students have a better idea of what it takes to invest money and care for property. They can understand that investing money is more than a mere matter of collecting profit or accepting loss.

The Cave Creek music program gives the children opportunity to take part in music activities and to learn to appreciate music. Every child has a chance to be a star in some music program. The lower-grade teacher gives lessons in chorus and note-reading in addition to the regular program of singing. A radio in each classroom provides opportunities for the children to hear selected music programs and to learn to choose programs themselves. The pupils are learning to select programs for particular purposes. Sometimes the class wants to hear a certain speaker on a new hybrid plant. It may be that a favorite band is playing on a local station. In such cases the class takes time to listen. If some of the boys or girls do not care to listen, they take their work to the other room or out-of-doors.

The school uses its phonograph records for appreciation and for dancing. The children help select these records. Individual as well as group choices are recognized in the school's purchases.

The school has a Fife and Drum Corps. On Washington's birthday the children raised the flag while their Fife and Drum Corps played "The Star-Spangled Banner." Then they pledged allegiance to the flag and played "America the Beautiful." The little ceremony was planned by a committee.

How did we get the drums and fifes? The pupils raised money to purchase one drum by having a bake sale and by selling cactus plants which they had started in ceramic containers. The other drum was donated by the Cave Creek Lions Club. The fifes cost $2.00 apiece and the children earned the money and paid for these themselves. The present Fife and Drum Corps has marched in several parades and although the pupils are small and not proficient musicians, they make up for these lacks with enthusiasm and spirit. In this musical unit everyone has an opportunity to play if he wishes. Membership is not restricted to a small proportion of the school group.

Outdoor education is varied

I encourage my country pupils to help themselves to the rich education that is outside the classroom and completeiy free. By example,

by questions, by a spark of interest now and then, I teach my pupils to look about them with eyes open to see and to understand what "God hath wrought." I like the way Samuel R. Ogden, a rural parent, expresses the thought:

> The things that a child will learn in the country, and which are invaluable to him in later life, are numerous and difficult to put into words. They are things that have to do with animals and nature, and the realities of life—simple things that surround him and are a part of his daily routine, but which, living in the city, he would miss entirely . . . . Experiences like these—the first mess of trout, the first feeling of confidence as a rifle shot, the first grouse exploding into feathers as its thunderous flight carries it toward the thick cover—these have educational value just as much as the hours spent in the classroom have, and they are experiences which are the birthright of the boy who lives in the country. They cannot be minimized or ignored, and when the question of education is evaluated they must be taken into consideration.[1]

Children help initiate new experiences

This year some of the older pupils decided they would like to go into Phoenix and have dinner at one of the exclusive eating places. They raised the money they needed for this night "on the town" by having a bake sale and a car wash. They selected the night and the pupils dressed up in their best clothes and arranged for their parents to drive them into town. The night was a great success and the boys and girls are anxious to try it again. They enjoyed it the more because the idea and plans were theirs and they had computed the cost and earned the money.

One of the events of each year for the children in this rural school is entertaining a first grade from a Phoenix area school. Last year, when the guests arrived at the rural school they found that the hosts had two horses ready for rides and every child from the city school had a horseback ride around the school grounds. The younger hosts also took their guests into the hills near the school and showed them different cactus plants. Back at the school after the trip to the desert, the other pupils were ready with wieners and rolls and all the boys and girls enjoyed a wiener roast by the fireplace on the school grounds. The teachers took a motion picture of the day's events and later showed it to the children and the parents of both schools.

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[1]Ogden, Samuel R. *This Country Life*. New York: A. S. Barnes & Co., 1946. p. 37-38.

Cave Creek community encourages its school

Our school is a community school. Every citizen in the community has a part in the school. Children have many opportunities to participate in community activities because everyone is needed for all activities. The friendly associations with other members of the community give the children a feeling of belonging and of being important, each with his own place in the life of the school and of the community. The result is a happy, eager, and cooperative group of students. Parents become acquainted with their children's friends because all are working together often.

Cave Creek community is proud of its school. One reason is that the community has great confidence in every one of its graduates. Last year all five students going on to high school from this school made outstanding records. This year Cave Creek sent 12 graduates into high school. Seven of them are outstanding. All are a credit to themselves and community. In the two years referred to, none of the students from Cave Creek has dropped out of high school. None of the students has dropped out of school in Cave Creek.

The citizens of Cave Creek are interested in more than grades. Every citizen knows every student by his first name. Citizens are interested in the students' creative development. Anyone in town can tell you which children painted the Christmas scenes on the plate glass store windows. Cave Creek community is not troubled by juvenile delinquency. One of the reasons may be that students have a program in which the school makes an effort to meet their needs for development in the rural community in which they live.

Sometimes the things I try to teach have results because I know the community is back of me. A "Good Morning" from a friend and patron gives me a lift that helps to brighten my day's work with the pupils. Parents' offer of a car for a school excursion means more than the leaders realize. Enthusiastic community attendance at a school program, a box of cookies from the neighbor next door, cuttings from a favorite rosebush—these are some of the things that help me to realize that, as a friend of mine says, "not the teacher alone, but the entire community, is teaching that school and all the people have their hearts in it."

How I know what to teach

What curricular experiences will enable my boys and girls to have the development they need and the education that society may demand of them? How can I know? My Cave Creek School experiences point the way, but I get ideas from many other sources to help the children make the most of the rich opportunities we have. Mrs. Linn and I work together to help the children of both groups. I talk with other teachers and educators. I talk with parents and businessmen. I read the latest educational books and magazines. I spend part of my vacations in summer schools and workshops. I use bulletins and other materials from our state department of education. From these and other sources I get ideas for helping me know what to teach. From these sources and experiences, together with the questions and illustrations for this Yearbook contributed by teachers from different parts of the nation, the following pages are prepared with a view to their possible usefulness to rural teachers who work in different parts of the country.

A bulletin prepared by our state department of education is a useful planning manual. It is a guide for curriculum development with a flexible working plan and a general framework of important subject matter. It helps me to see areas of living and learning in which different subjects will be useful to the children when they have certain problems and needs.

When I was attending summer school, I reviewed curricular materials of different states. I noticed that some states provide separate general guides for each of the subjects. A few states have courses of study in which specific items of subject matter appear to be rather rigidly set forth in detail. Some other states have curriculum guides similar to the one I use.

For curriculum development I like my curriculum guide. It has a general framework of subject matter rather flexibly outlined. I draw on it according to the children's needs in developing projects and experiences in real life. It helps me discover goals that are socially significant for my pupils in achieving the skill, understanding, and knowledge that each needs in the rural life he leads. I do not care for a course of study or syllabus that has lists of items to be checked off when the children have "learned" or memorized them. My pupils learn better by doing than by memorizing. Besides, lists, items, or concepts have a way of becoming standards which reduce the teacher's and children's goals

to mediocre level. My curriculum guide helps me assist the children in appropriate living-and-learning experiences growing out of the rural environment.

We select areas of rural living

My school program this year is organized around four major areas of rural living. These include: (a) activities of the rural home and farm; (b) health, recreation, play, and fun in rural home and community; (c) rural social activities and rural community understanding and service; and (d) keeping up with the world and understanding our relations to it. All of these areas help us know what subject matter to teach and the activities in which facts and information will be needed. Next year, when we look ahead, we may find that our range of vision is greater or different from our range of vision now. Below are examples of everyday experiences that children have in the four major areas just mentioned.

Rural home and farm suggest activities

The country child as I know him is close to most of the activities that keep the home and farm running smoothly, partly because his mother lets him help her as she works, and because the family works as a unit.

Family living. In families that work together democratically, the children have their part in family councils. Each child, at his particular level of understanding, shares some of the adult problems of the farm, such as providing scientifically balanced feed for pigs, chickens, or cattle. A boy's suggestion for a new type of onion, tomato, or lettuce for the family garden may lead to an interest in gardening that will become a hobby or an occupation for him later in life, whether he lives in the country or in the city. A girl's creative ideas may find expression in using flowers from the garden or roadside as decorative touches for the table on special days.

Country children in my community get real pleasure from feeding the chickens and seeing them spread out for their food in a great white, moving semicircle as the food is scattered. If some of the birds belong to the children, the activity means more to them. They study breeds, quality of meat, cost of feed, and number of eggs produced.

Life in the homes of small communities brings children into touch with rural magazines and newspapers; with radio programs of interest

to country people; with fields, gardens, and other sources of growing things; with modern farm and home equipment; and with the need for scientific care of all of these. To improve this kind of life and help to make it contribute to healthy personality growth for every child is a cooperative responsibility of the rural school and home.

When a family has guests, the children have opportunity to become gracious hosts and hostesses. While Mother prepares a meal, John and Marge take the guests to see new calves or pigs, to see how tall the tomatoes or radishes have grown, to gather some pears or walnuts to take home, or to look at young kittens or puppies in the washhouse.

Enjoyment of fields and woods. Many pupils are quick to notice changes in nature or farm activities and are interested. An area that was a grassy pasture in the morning may become a plowed field ready for seeding by night. A young boy sees his father producing this change with a huge red machine and imagines himself in his father's place. An older child may long for the time when his father or the law, as the case may be, will allow him to run the tractor for himself. The vicarious pleasure he gets while seeing himself in his father's place adds to the fun of imagining.

Farms and rural environments have wonderful offerings for education. Around the rural school is a living museum. Inside the classroom a terrarium may be interesting to study for a while; but outside the rural classroom the country child can work as he will with many forms of life. There may be a patch of woods with ferns, berries, and moss finding their way of life in a natural habitat; or perhaps a sheltered corner in a fence row with entirely different animal or plant life. If one would but look with understanding eyes he might see fossils, relics, or other evidences of life or cultures that have since passed out of existence, leaving signs for studies that need not be confined to museums miles away.

Shared responsibilities of earning. My children usually have some part in producing the family income. The income of a farm owner is not received month by month. A farm owner gets his income more or less seasonally when he sells livestock or farm crops. Consequently, that is the time when he can give an allowance to his children. This requires farm boys and girls to learn to plan the use of their income accordingly over a relatively long time. Frequently, country children earn their incomes instead of receiving a monthly allowance. They gather and

sell eggs, for example, or help with the gardening and sell a share of the produce. They may have money-producing projects separate from the family activities, as in the case of Future Farmers of America and 4-H Club members.

Oftentimes, children who live in my part of the country have a need for earning money at an early age. They have sat in on family councils in planning purchases for family use. Their thoughts about the use of money are often mature. The two clubs just mentioned meet part of the earning and spending need for many adolescent children. Rural living at home or school can provide opportunities for children of elementary-school age to learn to manage money. Especially is this true in a period of inflation when costs of things the children buy are high, and buyers must find ways of earning that produce comparably high income. Children need to be taught to understand some of the economic factors involved and to plan their spending wisely. Otherwise the money they earn looks so large that they find their income spent for unessentials before real needs are met.

In rural living my children have opportunities to earn money. If these opportunities do not arise naturally, activities such as those of the Cave Creek Chicken Club in school afford some experience in earning and managing money. Rural children may not have opportunities to buy and sell directly, as in the case of selling newspapers in a city, but sometimes they have a corner of the home garden or, if the father owns the home, they rent a bit of ground in their father's field. Sharing labor and exchanging help with other members of the family enables a child to get his own garden or crop planted and cared for and marketed. Then comes planning in order to have a start for the next year, pay expenses, and pay for his own labor, before spending the profits or even investing them for future spending. With such an environment, children in rural schools have real experience to make arithmetic meaningful. These experiences are vital.

We can help our boys and girls find information to improve money-making projects, such as borrowing money with which to buy calves to raise and sell, keeping bees, stripping bluegrass, growing flowers, and raising poultry. In such activities a school can help children get enjoyment and understanding otherwise overlooked.

The farm as a laboratory. Whatever the home responsibilities of a child in school may be, there are usually ways in which his work

in school can help him fulfill the responsibility better or make his tasks more interesting. Let us say he gets an idea about conserving soil and water and other natural resources on his home farm. Perhaps he wants to protect birds in the woodlot or check erosion in his garden. The school can become his source of information; the farm is his laboratory and workshop. His ways of working and the materials with which he works are real. Instead of teaching my children about soil conservation by controlling the washing of soil on a make-believe hill in a school sandtable, I help my pupils prevent erosion in their own gardens or plan ways of irrigating a patch of melons conveniently near a cooperating neighbor.

We have health, recreation, play, fun

Fun in the country may range from a child's pleasure in a flock of young chicks to the creative satisfaction he gets when he sees the first leaves of the watermelons that he has planted, or the excitement of a secret house or hideout in the woodlot. Freedom to grow, space to play without restraint, and opportunities for the exercise of initiative, originality, and imagination are usually characteristic of the rural child's recreation.

A child's desire for physical activity may be partly satisfied by catching his saddle horse to take some of the first ripe apples to a neighbor family, or by playing One-Old-Cat in a barnyard so big that you do not hit the windows. In my school, some of the children's emotional needs find outlets through caring for pets or protecting wildlife.

Looking for new wildflowers and marking spots for other hikers to find and enjoy is an opportunity in my part of the country. Walking along a country road and seeing the sun set and imagining the story told by the ever changing, colorful clouds is part of the fun life holds for the rural children here. Taking off one's shoes and walking on the grass, especially the first day that mother will permit, is country fun. Rounding up the cattle in the warm sunshine and driving them into a new pasture for a short time is a chore that is not a chore. It is fun for the boy who has been in school all day.

In the country school or home, materials for creative play are often right at hand. The youngsters find branches to make the framework for tents, fences, houses, barns, and sheds. Surplus vegetables, such as cucumbers and squashes, are used to make some of the animals for

a play circus or a county fair. Among other materials for creative and educational play are: scraps of iron; discarded bolts, nuts, and nails; pieces of leather; rubber tires, hose, and rings; and boards from discarded farmyard gates and old buildings.

In homemaking classes in country high schools, girls have opportunities to learn the possibilities of such home materials for young children's play. They have opportunities to get experience in helping guide young children in free construction and so be prepared to help their own children later to make the most of the rural environment's contributions to creativeness. In home extension classes in the community, young mothers gather and discuss the ways in which the children's hours at home can be educative and constructive.

In the rural home, older brothers and sisters have opportunities to help the little ones in the family to be creatively employed in the out-of-doors, especially if their school experiences have given them appropriate ideas of ways of helping. Rocks and stones and relics are a never-ending source of interest and study. From the flat rocks they make the walks for the playhouse they have built, even if that playhouse is only a ground plan laid out to proper size with pebbles and sticks to mark the rooms. Colorful shiny pebbles make intriguing collections and pocket treasures.

Such creative play at home is the background of rich experiences that free young children intellectually and emotionally and make them ready gradually for the experiences that the school helps them to have on a wider scale. Free, and close at hand, for older children as well as the younger ones, may well be facilities for active sports, such as ice skating, coasting, skiing, horseback riding, hiking, wading, or swimming. Many of these are activities that can become hobbies and means of recreation that continue well into a person's middle life.

In rural communities children belong and serve

Boys and girls in rural environments have more important contacts with their communities and neighborhoods than merely "using community resources." For a child, belonging to a rural community is somewhat like belonging to a family. In the community a child has his friends and playmates of his own age and others both older and younger. In the community he also has adult friends whose opinions he values.

Community relationships for children. In the small rural community, as in other small communities, what one's neighbors approve makes a difference. The neighbor who gives a boy his first job and pays him promptly and treats him as an adult is to him a person to respect and admire. An agricultural specialist who assisted a group of children in landscaping their school terrace was regarded with affection. So close are the ties between a certain conservation specialist and the boys and girls he visits from time to time that one feels that insights into rich living are established never to be forgotten.

The rural family together. In rural communities especially, families have experiences as family units. All may have a part in planning for crops, gardens, and livestock. Children, as well as adults, have responsibility for chores and housework.

The family car in the rural community often is one means of keeping the family together. In the family car father, mother, and children go to church together. In the family car, all may attend the country fair or circus. On Saturday afternoon the family often goes to town together. After arriving at a destination, members of the family seek different groups according to special interests or friendships. Such practices usually bring together the friends of children and the friends of the parents, and relations between young and adults are wholesomely cultivated. Rural families in cars are exploring highways and byways and together are discovering new developments, new places, new views, National and State parks, historical memorials, and scenic wonders. Together parents and children learn ways of being safe when driving.

People of today are extremely mobile. There is no telling where future citizens will reside—in the country, in the city, in the United States, or representing the United States in another country. It has been estimated that, owing to the nation's technological and scientific advances, about half of the rural children of today will work and live in the city when they are grown. All will have even greater need for the kind of education that comes from understanding and making the most of today's experiences as the first step toward solving tomorrow's problems.

Rural services. Rural communities are developing the services of organized groups, such as the Red Cross, hospitals and clinics, marketing and producing cooperatives, and rural fire departments, and chil-

dren are learning to accept and to make the most of such services. It is a frequent occurrence in the country, for example, for a stray kitten or lost dog to appear. When families are unable to keep the little wanderers, there is the problem of what to do about them without disturbing children unnecessarily. When children help with the problem, they may discover the Society for the Prevention of Cruelty to Animals and learn about its services in their community, or they may learn who is the local officer to help in the humane treatment of animal life. Children also visit friends in hospitals and use cooperatives.

In the rural communities are opportunities for children to learn to serve as well as to learn how to use the services provided by the community. Some schools organize community clean-up days. Often, organizations that have short programs seek people who can sing or play, or in some other way brighten a speaking or discussion program. Here is an opportunity for service for the school band or for quartets or choruses of children that sing well together. Classes that are studying conservation of the natural resources or learning more about community services are, through school newspapers, keeping the community informed about their activities and about sources of information that adults also can find of service.

Country children keep up with the world

In the country, children are drawn into world happenings today more than ever before—now that significant world and local radio broadcasts and television showings are brought to rural family groups. They form part of the family conversation and children often bring questions of the group to school.

In the morning planning hour in school, children and teacher discuss news of the world along with and in relation to the news of the community and the nation. During the day the questions are followed up in bulletins and encyclopedias. Books and maps are used to locate places mentioned. Historical facts may be used in understanding what led up to present problems which they see or hear discussed in the rural communities in which they live. The children gather facts they need from different textbooks and from bulletins and reference books.

The pupils in my school are interested in the needs of families in other parts of the world. At least once each year the boys and girls in our school have opportunity to make a contribution of their own to send food to countries that need it. When this is done the children

learn all they can about the children and the families in the countries where help is especially needed. They also keep up their interest in the particular countries during the year and sometimes on our bulletin board are clippings about the country to which food or clothing has been sent. Some of the children are members of the Junior Red Cross and keep in touch with the activities reported in the *Junior Red Cross News* and report things learned to the rest of the school.

Skills of learning extend and enrich rural living

I teach my children the skills of learning in connection with activities in which they are useful. This is true of reading, writing, spelling, the use of numbers, and any other skill that must be so well learned that its use is habitual.

Generally speaking, I try to teach that to live richly and fulfill one's responsibilities in a rural community, as well as in other communities, one has to learn to read with complete understanding and reasonable facility. My pupils are learning that a person must be able to think mathematically and to compute and use the other skills with numbers in order that he may manage the business of his farm and home and of any life work in which our changing and democratic society may place him. My boys and girls are discovering that there are certain skills in the use of language, both in writing and in speaking, that enable a well-read person to express his thoughts in such a way that his companions understand.

I teach, too, that a truly educated person has to have fun—has to enjoy life. The country person has the advantage of enjoying and living life in the out-of-doors. Surrounded by flowers, trees, farm animals, and other growing things, and close to the earth that gives him life, he may commune with the Spirit that holds life high for him. He becomes a partner with God in creation itself through the responsibility he has for improving the crops and animals of the farm.

Reading, writing, and spelling with understanding . . .

For rural children, reading especially needs to be related to familiar rural experiences and interests. I help my pupils find in their textbooks and other materials the information that applies to their rural tasks and problems. Even the youngest get their reading experiences from rural life.

Helping rural beginners. One morning Bill rode to school perched ahead of his father on the tractor. That made Bill the hero in the primary group for the day. The children were familiar with making short stories out of their own experiences, so they asked the teacher to help them "make" Bill's story and read it. They made up these statements to put on the chart:

Bill came to school on the tractor.
He rode with his father.
The tractor has two big wheels.
It has two little wheels.
It makes a loud noise.

The children "read" their story almost immediately. They thought reading was fun. The lines had meaning because the boys and girls had actually seen Bill on the tractor and helped make the story.

Interest in reading. Following modern school methods, teachers help the little ones read sentences or stories about the familiar, personal experiences of interest to them. The story above is an example. When they show interest in words, we help them develop a vocabulary so that, as soon as possible, they may select a word that they know and read with understanding. We help them listen to the sounds of the letters and to notice and recognize the letters and the way they are combined to make the word. This is a step toward giving children a way to recognize words independently. When the children can read sentences by themselves from the chart, they may try reading from books. These are techniques familar to all teachers.

Importance of familiar experiences. The important thing to me in teaching pupils to read is to provide for them the kind of reading material that deals with things that are familiar to them. I try to provide country children with books and materials about pets, farm machines, farm animals, flowers, and familiar and interesting wild animals, such as frogs, raccoons, squirrels, woodchucks. I try to have such books or charts for the children at the times when they have a use for the facts. If a child's father has caught a raccoon, that is the time to provide or develop material for the children to read about raccoons and what use they are and whether there are conservation laws that prohibit or regulate the killing of raccoons in the community. Writing and spelling are taught along with reading, so that the children see the reason for them. Always, I try to teach reading, writing,

and spelling in connection with some important need the children have for them or to satisfy expressed curiosity or interest.

Working with parents. Sometimes the parents ask us about the way we teach reading. Particularly, they are inclined to comment when they notice that it takes some children less time than others to learn to read. I usually make it a point in such cases to discuss individual differences in children's rates of growth, the experiences each has had in preparation for reading, and the importance of not hurrying a child unduly.

Some of the parents read about standards for beginners in my professional books. This prepares them to understand when beginners in school start to read in pre-primers and primers all at different times. Mrs. Linn and I explain why it is that we try to use the children's rural experiences in learning to read. We take advantage of the opportunity to find out from each parent in what his child is especially interested. Then, in school, we try to use that interest in the child's reading.

Parents help me in teaching children to read, not in the actual teaching of reading—for I do that myself—but in additional contributions such as sending a pet to school to give the children an experience for a reading chart or telling me about a child's interest in a machine, a calf, some young kittens, or quail, or pheasants. When I know that the children have such interests, I can use them at an appropriate time.

Reading with others. My plan of grouping pupils (See page 8.) according to interest in certain rural experience solves some of my problems with reading. Again, when Grades V and VI form a working group, one reading period may be used for all, with the children using reading material chosen for appropriate levels of difficulty or content. Or, the children may work in small groups according to their part in a school, home, or farm project to which the reading is related. Sometimes a group of children with reading to do is combined with a group doing social studies activities or science projects related to the local rural environment. Since all these activities require a great deal of reading, the children get the reading practice they need in a way that is useful to them in their rural living.[2]

Writing and spelling in relation to reading. Something to write is as important in learning how to write as something to read is in learning

[2] *Schools at Work in 48 States.* Washington 25, D.C.: U.S. Government Printing Office, p. 27-40. *Modern Ways in One- and Two-Teacher Schools.* Washington 25, D.C.: U.S. Government Printing Office, 1952. p. 4-12.

how to read. When rural children learn to read by using ideas from their own experiences in the rural environment, as on page 21, serious difficulties in learning to write are neglible.

In many ways a child usually first learns to write his name. Jim sees his name in the chart story of a rural adventure, a picnic, or a trip which the teacher has written for the children to read. Jim is proud when he recognizes his name. When he himself needs to write his name for a label on the tree he plants or for his row of tomato plants, the job is interesting to him. He may get the chart to see how his name looks. There is challenge in learning to write his name for himself and the drudgery of practice is not a handicap. He is soon helped to write words and sentences about his experiences in his rural environment.

The same interest continues in learning to spell. The children's interest in a story about an experience with a new calf, a pet hen, a redbird, a robin, or a groundhog makes it relatively easy for them to recognize the principal words again—calf, hen, redbird, robin, or groundhog. The rural words are dramatic and interesting to him. Once he notices that words are different, he learns the letters and the sounds of the letters that make them different, and he is ready to begin both writing and spelling and the use of phonics. The advantage of being able to read, write, and spell is to the child established. Practice to achieve skill follows and is effective because the child sees a reason.

Number skills useful to rural children . . .

One morning Jim reported he had sold his ducks and made $23 profit. When time came for arithmetic, the third-grade class thought it hard to learn how to borrow in subtraction. Jim was asked to tell them about the ducks he was raising—what they cost him, how much he paid for feed, how much he received when he sold them, and how much his profit was. Jim's experience increased the children's interest in subtraction. They saw a use for subtraction and they began to learn it quickly. The suggestions that follow are also based on examples of teaching arithmetic that are useful to the children.

Using arithmetic on the farm. My boys and girls have opportunities to use numbers in ways that make sense to them when they work with farm animals and gardens, build gates and pens and boxes that they need in work and play about the farm, buy their clothes, particularly for farm and school, and plan and buy lunches. I have learned to think of arithmetic or number as part of the children's lives. I try to teach it

as part of something that makes more sense to them than mere symbols; that is, a way of getting what they want or need very much. In periods set aside for learning the techniques and skills of computation when these are needed, the children gain ability to do rapid and accurate work.

Arithmetic has most meaning to a child when taught in connection with his own experiences. I am reminded that Jesse Stuart[3] in writing of his first school says that he and his pupils went into the community to figure wagon loads of coal, bushels of corn in the bin, land, corn-bins, coalhouses, and how much dirt to remove from a cellar or a well. They went everywhere that they were called to figure and calculate. They started applying arithmetic, and the people loved it.

Writing later[4] about landscaping school playgrounds, Mr. Stuart refers to a young agriculture teacher who suggested to his students that they might like the idea of getting trees from the evergreen and deciduous woods that were growing on their native hills. The idea was so interesting that teacher and class went to the hills and gathered young trees and transplanted them on the school acres. The children gained appreciation of the local environment and desire to use it to the best possible advantage. They computed the money saved by use of native trees and donation of their own labor in transplanting them.

Adapting methods to individuals. Some farm pupils catch the meaning of numbers as they count or compare big things, such as the boys and girls themselves, the cows in the pasture next to the school ground, and the trees near the house. To other pupils these big things are almost as unreal as mere numbers on the chalkboard. The plan of helping children learn by first counting smaller things proves useful. Children and teacher collect pretty pebbles, hedge apples, walnuts, small squashes, and other things that the children can handle and arrange in groups themselves. When a child actually counts seven walnuts and arranges them on his desk and then takes three away with his own hands, he sees in a "real" way that 7 minus 3 makes 4. This is the kind of crutch that children may use as long as they feel the need of it.

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[3]Stuart, Jesse. *The Thread That Runs So True* New York: Charles Scribner's Sons, 1949. p. 50-51.

[4]Stuart, Jesse. "The Teaching Example." *National Parent-Teacher*, November 1955. p. 21.

Numbers take on additional meaning when taught in connection with money. Counting, adding, and subtracting make more sense to my boys and girls when they have opportunities to buy things. They are more eager to learn skills of computation, too, than when learning by repetition only. With money to buy lunch or school pencils and other supplies, very young children understand the process of making change. They also get the idea of something that belongs to them, and of something else that belongs to another.

Learning to manage money in rural living. Out of meaningful arithmetic, children get experience in money management. A boy saves money to buy a saddle horse. He reads the books he can find that give him information about the kind of horse to buy. He counts his money and plays with ideas of earning more. He reads the magazines published by associations of horse breeders. He compares prices. He figures how much he has and how much more he will need, and he estimates the time required to earn it. He struggles to think of ways of earning money. He tries out the idea of keeping chickens. Here he has a genuine need for arithmetic because he has to compute the cost of buying and feeding the young chicks and find how much he has saved toward the price of a saddle horse. Life for the rural child is full of experiences in money management.

In such experiences, subject matter of many kinds is used. In real teaching, I find that you cannot place the Three R's in compartments the way I seem to have done here. They are all a part of life, and life's ingredients have a way of becoming mixed together.

Concepts from the social and scientific world . . .

In my rural school I teach about things that happen in the world, especially those that I can relate in some way to the children's ruralness of background. Each week my pupils and I receive a special bundle in our school mailbox. Our school postmaster or one of his helpers brings it to the schoolhouse at recess and we drop our games and follow him. He opens the bundle. The words that appear as he unrolls the papers that the bundle contains are those of a children's weekly newssheet. Each of us gets a copy. The younger children receive pictured editions with only a little of the simplest "reading" under the pictures. The older children's papers are likely to contain copies of some of the pictures similar to those that have appeared in dailies or in adult magazines with columns of printed news that appeals to chil-

dren. Everybody sits down and reads headlines and words under picture. and skims the articles that have some familiar or immediate interest to him. Then we take up our regular tasks.

The next day in our planning period we allow time for each person to read carefully the articles of his choice. We allow time for consulting geography, science, and history books in connection with the articles we read. Often our questions about places and events away from us grow out of things all around us which are related to them. We read about a storm that has washed away people's houses in other communities. Perhaps this same storm, or a different storm, has caused a creek to break through a dam in a pasture somewhere. Pupils can see in a small way how strong the force of moving water can be.

Our school is lighted by electricity and we have electric power for cleaning and for cooking lunch. Most of the children's homes have electricity. Electric power runs the milking machines. The children need to understand what electricity is and how to use it with safety and economy. Some of our books on science help us. Some suggest experiments that will be of practical value to the children. We select the experiments that have meaning to the boys and girls. The children's mothers have electric sewing machines. Some use electricity for cooking; others use bottled gas. The children's farms are irrigated by waters made available by engineering feats in the mountains. Other rural areas, of course, have sufficient rainfall without irrigation. On trips to the city, children come into contact with aircooling and motion pictures.

Some of the children are feeding calves and pigs and wish to know the latest discoveries about the feeding of farm livestock. In school I teach what my rural children can apply at home.

Work in the fields is done by automotive machinery of different kinds. Some farmers are experimenting with hybrid crops and hybrid farm animals. Children frequently seek more information in these fields. Certainly our science laboratory is all around us, at home and in school.

Conservation of the natural resources . . .

Some of the nation's natural resources are entrusted to the wise care and use of people on farms. Farmers have a large responsibility for the protection and wise use of the soil. On them depends the life of the soil. Whether the land will be sown to corn or wheat year after year

with the resulting loss of top soil by the leaching and washing of heavy rains or by being blown away by winds, or rotated with crops of hay or pastures in which grass roots protect the soil, is a decision the farmer has to make.

Will the birds die or seek better feed in other pastures? Partly the farmers decide. Of what value is the work of the beavers to me or to my neighbors or to people who live nearer than we do to the places that have floods? These are questions of value to people in the country. If the farmer chooses, he may hold on his farm some of the water that rushes to lower river valleys in seasons of heavy rain. Good practices in use of soil and water throughout the regions where they are practicable retard the flow of the water and hold it back for crops. My pupils begin to understand their responsibilities as citizens through their study of the conditions of the soil on their home farms and its relation to floods.

Conservation education is one of the responsibilities of rural schools, small or large. Conservation specialists in local situations in all regions of the United States are helping to make adult farmers conscious of the value of the natural resources in their keeping and helping them carry on the practices needed to maintain the resources in their charge. In many rural schools children and their teachers have the opportunity of working with such specialists. As a result, rural boys and girls are often sensitive to the loss and waste they see. Since they love the outdoors and do not like to see it spoiled, these boys and girls in our schools today may well grow into adults who value the nation's heritage and carry their share of responsibility for resources of the future.

Learning to keep well and safe . . .

What do I teach about health in my rural school? Well, among the things I teach are the importance of cleanliness, sanitation, nutrition, safety, recreation, and physical and mental health. On the farm the environment has examples from which I draw illustrations. Take, for instance, the importance of good nutrition to health and growth. Many rural children can learn this important truth through helping with farm chores, especially when their attention is called to it. Among the chores may be the task of caring for young animals. When one boy sees how good milk is for young pigs or calves, he may need less urging in learning to drink milk himself if he wishes to grow.

What are the kinds of foods that children ought to eat in order for them to grow strong and healthy? Together the children and I look for the answers to the question. Together we plan for the kind of lunches that will help to produce nutritional balance in the three meals of the day. Sometimes the mothers help us. Sometimes the children plan gardens to supplement their families' usual diet.

From a rural environment another child may learn that cleanliness is important. Perhaps he helps keep barns, watering troughs, and fountains clean for the animals. If clean water is good for a pet, he may think that it must be good for boys and girls. The importance of care in washing dishes and utensils in school and home may be another conclusion for him to draw, especially if his teacher knows his background and helps him to draw conclusions from his observation. We emphasize the importance of cleanliness about our schoolroom and our school grounds.

Animals that cannot get along together on the farm are separated for the sake of their health and well-being. Money has been invested in a pig or horse. If disturbance means that the pig grows more slowly or the horse becomes nervous, then why is it not likely that harm must also come to people who fail to make or to keep a happy home? So I try to help my pupils see that if they would have good health, they must learn to get along happily together.

In our community we look for ugliness that can be removed. We learn to clear away cans, bottles, glass, and garbage that may gather mosquitoes and flies. Clean schoolrooms, clean homes and farms, and a clean community are our slogan for cleanliness.

We have a Safety Club and the members make surveys of their farms and homes to remove safety hazards and prevent unsafe practices about farm animals and farm machinery. The Safety Club plans farm and home safety programs for assemblies. Older pupils help the younger ones cross the highway when this is necessary. They make posters to remind one another to practice safety with bicycles, such as not carrying someone when riding, and not leaving a bicycle on its side where a person might stumble into it.

We teachers are working with parents to encourage the practice of children's staying at home when ill with colds. Committees of children report to other groups in the school on how to care for colds and how to keep from infecting others. We arrange for the youngest children to

have rest periods when they can lie flat and sleep if they wish. I help the children learn about the value of the services of a doctor, nurse, and dental hygienist to a growing child.

The illustrations just given suggest some of the practices and kinds of health teaching in my school. We teachers hope to help our boys and girls to follow the kind of practices that, in their communities, will help them grow up safe and well.

We teach according to pupils' needs

So, what do I teach in my rural school? My reply is that the answer depends on my pupils—on what they need for their growth and development in their rural environment; on their problems of living from day to day; on the tasks their rural home and society expect of them. I am encouraged by the belief that, if I decide wisely and teach well, my children will be helped to make full use of all resources available; and each child thus will be prepared to enter the next door that life opens for him, whatever may be the size or the nature of the community where he finds further study in elementary school, high school, or college, or his chosen work or profession.

CHAPTER 3

But These Children Are All Different!

As a teacher I am concerned with *what* I am to teach and with the extent to which I can and must decide this. But I must be even more concerned with *whom* I am to teach; for the focus of all of our efforts in the classroom must be on children—not just children in general but these particular children with all their likenesses and their differences. I am the one who can and must know these children; only thus can I know what they need to learn *now*.

Children travel the same road in growing up

Almost all children travel the same developmental road from birth to adulthood and there is a predictable sequence of steps they take along the way. A teacher who enjoys watching children says, "The young ones on the street in the village where I live seem always to be playing out a new act in the drama of growing up. I see the current crop of babies leave their carriages and strollers and travel about with the staggering gait of babyhood, gurgling joyfully at 'doggies' and lugging their battered dolls and woolly toys.

"It seems only a little while until they are pumping away with sturdy legs at the pedals of tricycles, making breakneck turns at the end of the home block. Soon their trusting smiles show broad gaps where their baby teeth have disappeared. Now the girls, dressed in the castoff frocks of grown-ups, teeter up and down the pavement in a pair of mother's shoes, taking their 'children' to call on a similarly attired neighbor. Packs of little boys, beginning to be scornful of such feminine foolishness, range farther afield to the river and woods and live with passionate intensity the life of the latest scout or space man to fire their imaginations.

Anne S. Hoppock, Assistant, Elementary Education, State Department of Education, Trenton, New Jersey, prepared the original draft of Chapter 3.

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"So the drama of growing up is played out through hair ribbons and braids, dungarees and cowboy boots, marbles and hopscotch, roller skates and bikes, and soapbox 'buggy' races where homemade wagons collide and fall apart at the bottom of the hill.

"While most of the boys are still immune to romance, clothes and cosmetics and dates begin to become important to the girls. But it is not long before the boys emerge from their grubby tousled state. They start to groom their hair and wash behind their ears and appear in public with 'those old girls' so recently avoided like the plague. Before I can believe my eyes, it is *their* babies who are waving booteed feet in the air as their proud mothers wheel them down the street."

Scientists describe in much greater depth and detail how children grow and develop, but they, too, make clear that almost all children follow the same predictable series of steps along the road to adulthood.

Their fundamental needs are the same, too

Teachers know that children are alike in their basic needs. Children need freedom to grow up. The baby wants to sit up, to crawl and walk. The four-year-old wants to pour his own glass of milk. The middle-aged child sets our hair on end with the chances he takes to test his physical skill and daring. The teen-ager wants to "live his own life." Helping children grow up, giving enough support but not too much, is the big job of teachers and parents.

All children need love. They need loving parents and the warmth of a harmonious home. They need the teacher's liking and faith; they need to know that other children like them and respect them for some things they can do.

Children need success; more success than failure. They need the good feeling of mastering jobs which take all, but not more, than they have to give. It is a good thing to tie your own shoes, to stay upright on your bike, to read a good story all the way through without help, to spell all the words right, and to be appreciated for these accomplishments. From the resulting glow of power comes strength and drive to master the next hard task.

All children need wholesome food, adequate rest, zestful play, clothing suited to the climate and season —so could be spelled out the alikeness of children in their needs for growth-encouraging conditions at home and school.

But they are all different

Every teacher knows, however, that no two six-year-olds or ten-year-olds are alike. One reason for this is that each child has his own inborn timetable of growth and development. Too much pressure, too much failure at tasks he is not ready to do, can retard his development but no amount of pressure can speed it up.

Chronological age, then, is only a rough index of where a child is along his developmental road. In a classroom of nine-year-olds, for example, the children will range in physical development from six years to thirteen years. In other words, in this room there are likely to be some children whose physical equipment for learning indicates that they can succeed at tasks usually expected of first-graders, while others can shine at work usually expected of eighth-graders. This is normal and inevitable—in most cases not a matter of "dull" and "bright" but of differences in rate of growing.

In most classrooms, too, there are children whose *potential* for learning is unusually low or remarkably high. Our expectancies must be different for them. The children at the lower end of this scale have great difficulty in dealing with abstract ideas and symbols. They learn largely through seeing, hearing, and doing. For them, making change must take precedence over figuring percentages of profit and loss; reading the warning signals on the highway over the skills of critical reading. Those at the other end of the range learn easily and rapidly. They may already know more than the teacher about the principles underlying space travel and atomic energy. They go far under their own power when given time, materials, and encouragement.

Physical conditions in children affect what we can expect of them. Some children have a great deal of energy to use in learning, while other children use most of their energy in growing. Children may be low in energy because of poor nutrition, overwork, lack of adequate rest, or a cardiac condition. Sight or hearing loss, a speech defect, conditions resulting from polio or cerebral palsy may be present. These conditions not only impose limitations on what a child can do; they affect his feelings toward himself, toward other children, and toward the school.

Emotional status has a powerful effect on behavior. Ten-year-old Jane was badly upset because a relative, and playmate, had died during the summer. Forced to come to school by her father, she cried and

tried to run away. Her fear of death was expressed as fear of the school and the principal. It was several months before the warm and understanding guidance of the teacher and many opportunities to participate responsibly in school activities resulted in readiness to live successfully at school.

Children are different because no two homes are alike. To the school come children from stable families and broken homes; children who have always lived in the same house and migrant children whose homes are where the crops are; children who know how to please the teacher because they were trained as she was and children whose culture is so different that they may feel strange with her.

Few homes are all good or all bad in conditions which promote development and readiness for learning. Anthony's home is barren of books and his English is limited because his parents speak to him in a foreign tongue. But he is warmly loved; he feels manly because his help is essential on the farm; his parents respect the school and urge him to make the most of it. Kirk's well-schooled parents have immersed him in books and music almost from his birth; they take him on trips and help him understand his expanding world. But he has problems with an overprotective mother and a father who expects more in intellectual and physical achievement than he can produce. Tony and Kirk are at about the same chronological and mental age but they have lived different lives, and they are different.

Children have a right to be different

Each child is what he is at any given time because of his inheritance and all that has happened to him in the years he has lived so far. He is what he must be at any given time. It is fruitless and dangerous to try to force him to fit a preconceived picture of what a six-year-old or an eleven-year-old should be. The school owes it to him to accept him as he is, to have faith in what he can become, and to plan learning experiences which are right for him.

Study reveals what each child is like

Scientists in child development laboratories, through a variety of measurements, observations, and records kept through time, can assess the developmental age of a child with a fair degree of accuracy. Perhaps some day the skills of the scientist will be available to help all

teachers know children and set reasonable expectations for them. In the meantime, teachers must do the best they can with what they have; their best can be remarkably good.

The school health records, and conferences with the school nurse, tell whether a child is growing; whether he has physical handicaps or a history of serious illness; perhaps whether he is getting adequate food and rest. Some teachers have learned to plot each child's growth on the Wetzel Grid and so assess his physical age.[1]

Home visits indicate whether a child is secure in his family relationships, what his interests and out-of-school experiences are. Perhaps his mother's account of his age of teething, talking, and walking offers clues to his rate of development. Some teachers make friendly visits to children's homes before school opens in the fall or at the end of the school year in preparation for the following year.

Tests can be helpful if they are properly used. Group tests of intelligence are screening devices providing only a rough estimate of a child's academic aptitude or mental age and are useful only in conjunction with other information. Carefully chosen achievement tests in the basic skills give the teacher and child some indication of his progress from time to time. Their value lies not in determining his standing in relation to a grade norm but in finding if he is progressing and what kind of help he needs.

Teachers learn most, of course, through living with the children, talking informally with each one about his progress and helping him plan his own next steps, observing how he tackles his work and how he feels about school. One advantage in a multigraded classroom is that the teacher is with children more than one year and so can get to know each child intimately.

Some teachers keep a loose-leaf notebook or a stack of file cards handy and jot down pertinent information about the children, dating each note. Reading back over these records helps the teacher to see how a child is progressing and what might be next steps for him.

Children themselves, if not held to standards too low or too high for them, are likely to set their own pace. They want to succeed and be approved. They will work hard on jobs which make them stretch themselves but are not so hard they continually fail.

[1]For information, write Newspaper Enterprise Association Service, Inc., 1200 West Third Street, Cleveland, Ohio.

Teachers, feel "right" about differences

The more aware a teacher becomes of the wide differences among the children in the classroom, the greater appears the task of planning. Conscientious teachers, particularly in multigraded classrooms, are likely to feel hurried and concerned. Feeling "right" about differences in children helps to relieve this pressure.

Sometimes a teacher can't feel right about differences because of a conflict in his own thinking. Modern science, and common sense, tell him that it is unreasonable to hold all children of a given age to a single standard of achievement. Intellectually he repudiates the concept of a single grade standard for all to attain, recognizing it as an outmoded holdover from the first graded schools. He knows that a single standard is impossible for some to attain, because for them it is too high; for others it is too low, boring, or insignificant.

And yet, somehow, it is hard to be rid of the feeling that children should all be at the same place at the same time. When the feeling persists, teachers worry about how to bring slow-growing children "up to grade." They work hard at the impossible. Children become not just children, but Reading Problems, Slow Learners, My Low Group. Time becomes a bugbear. It begins to look as if there isn't time for singing and painting and making a play and taking a trip because there must be more time for drill. School isn't very interesting and nobody is happy, including the teacher. These conditions are unfavorable to learning.

Feeling right about differences requires straight thinking. It means, "I will help each child to set goals which make sense to him and which he is able to attain. When he attains them, he and I will feel good because we are both succeeding."

One other concept from the schools of long ago hinders straight thinking about differences. It is that the only truly noteworthy kind of achievement in school is success with books and symbols and abstractions. Now it is true that outstanding intellectual ability is much needed in our communities and greatly to be valued. But it is also good to excel in games, and to sing or play an instrument or paint a picture exceedingly well. It is valuable to be able to make machines run, and build houses, and repair roads, and grow food, and care for a family. How precious differences are! The world would be dull, and the wheels of our communities would come to a standstill if all people were alike.

So teachers relieve themselves of pressures and frustrations when they value the differences in children, and when they broaden the curriculum so that children with different kinds of abilities and interests have a chance to "shine." *Feeling right about differences means, "My classroom is a miniature community. I will try to find and build on the particular contributions each child has to make and help each one find a respected and useful place in the school. By so doing, I will be encouraging diversity within unity, and this is a strength of our democracy."*

At the same time that teachers are building upon individual strengths they are sensitive to the needs each child has for further growth in a wide variety of areas. Support is given where there is difficulty; opportunity and challenge are provided where there is undeveloped potential. New interests are awakened and old ones are broadened and deepened.

Help parents value differences

Parents sometimes need help to understand that all children are different and to accord their children the right to be themselves. Father may want a football star and mother may want a scholar, but they do better to find and nourish the boy's own interests and abilities than to impose their own wishes.

How a teacher feels about a child is extremely important to parents. This means that a teacher can do much to reinforce the confidence of parents in their children. Although it is sometimes necessary to help parents see the unmet needs of their children, it is even more important to help them become aware of strengths and potentialities. As one teacher said, "We should be more eager to tell parents what is right with their children, less given to communicating what is wrong."

Rating scales such as A, B, C, and D on report cards do not tell parents much either of how to nourish and encourage a child's strengths, or how to help him with his troubles. These rating devices often confuse the teacher who prepares them, and the child and parents who are on the receiving end. Does "A" mean the best in the class or that the child is doing *his* best? What is his best? Is his best good enough so he will "pass"? Should a fourth-grader who is improving markedly in reading get an "A" if he is reading a third-grade book? It is the old story of the conflict between what we know and what we do. If we truly believe in taking each child where he is and helping him to go on

from there, we do not "rate" him. We observe and record and report evidences of his progress. We may describe his achievements.

Parent-teacher conferences as a method of reporting to parents are used in many schools and there is evidence to show that they promote learning. A teacher, newly come to a one-teacher school, found a boy assigned to the third grade but unable to read at all. She knew the futility of third-grade reading material for him but she consulted the parents before adjusting his program. By mutual agreement with the parents and the boy, the teacher started him to work on pre-primers. Because he had grown to the point where he was now ready to learn to read, he progressed rapidly. Before Christmas, he was reading second-grade books, and by the end of the year he was reading third-grade materials with ease. Had the teacher in this traditionally organized school gone ahead without consulting the parents, it is quite likely they would have thought he was being demoted. He might have been scolded and punished for what they would have considered his failure. He would have been discouraged and fearful, rather than hopeful and confident, in learning to read.

When parents lack understanding of development and learning, they may unconsciously impede a child's progress. For example, a teacher tells of parents who scorned manuscript writing as "just print" and insisted that "real writing" be taught. They scolded the child because he couldn't write and was unable to "say his alphabet" before he began reading. The teacher invited the parents to visit the school, showed them the materials she was using, explained why manuscript writing is more appropriate for young children, and why she introduced whole words before letters. They watched the children work and on a later visit were delighted with the progress their child was making.

Parents absorb understanding when they come to school to help, and while there, see their children at work and play. One school which enrolls children of migrant workers, ranch owners, and other workers finds many ways for people to help. Parents participate in curriculum study groups and make valuable contributions. Mothers help teachers with parties, trips, programs, and other projects. They help the nurse and doctor by recording findings of physical examinations. They transport parents without cars to keep medical and dental appointments with their children. A group has landscaped the school grounds and contributed playground equipment. Parents donate outgrown clothing

and supply food for the school lunch. The school calendar provides for three parent-conference days during the year. Farm workers are released from work to come to confer with the teacher about their children.

Help children feel right about themselves

How a child feels about himself has a strong influence on how he learns. If he thinks he is the kind of person who cannot learn to read, or hit a ball, or make a friend, the chances are he will not. Knowing the truth of this, teachers who want to help a child spell better, or be more friendly, or conform to school regulations may begin by asking, "How does he feel about himself?"

Teachers have seen something like miracles happen to discouraged, self-distrusting children when they were helped to have confidence in themselves. A big boy who can't read is willing to work hard at the initial stages of learning reading when he is helped in other ways to "look big" before the children. Perhaps he can show them how to terrace a gully, or operate a tractor, or play a harmonica, or cook a meal outdoors. The feeling that he is somebody in the school helps him to face, with so much more confidence, the task he thought he couldn't do that he begins to succeed at it. The success, and the warm approval it brings from his teacher and his fellows, further strengthens his efforts. He begins to walk tall and smile oftener when the teacher tells his mother and father, "That's quite a boy you have. We just couldn't run our school without him. Have you noticed how he is picking up in reading?"

Physically handicapped children face the danger of feeling that they must be on the outside looking in. They may become self-pitying and dependent. But the magic works with them, too. When the emphasis is changed from what they cannot do to what they can do, self-confidence and independence increase. For example, Peter, who will never be able to run, dressed his classmates in seven league boots and led them through fine adventures by means of his vivid imagination and dramatic ability.

A teacher must accept a child as he is in order to help him to want to improve. He must feel the teacher feeling, "I like you. I have faith in you. I see good things ahead for you." Unconsciously, the teacher communicates these feelings by facial expression, tone of voice, gesture, touch. Teachers have to use great care not to communicate such feelings as, "I am worried and anxious about you. I am afraid you can't

learn. I wish you weren't so dirty and loud. I don't see how I can put up with you much longer." When a teacher shows faith in a child it strengthens his faith in himself. When he thinks she believes he doesn't amount to much, he is likely to think so, too.

It has been said that some children are hard to love. It becomes easier when we find opportunities to be close to children. Then they can reveal how they feel about themselves and the world, what they like to do and dream of doing. They let us know what they are up against which causes them to strike out against their world or try to withdraw from it.

Organize to accommodate differences

Over the years, teachers have worked out efficient ways to provide for the wide range of readiness, interests, and abilities which exist in every classroom. In doing so, they have adapted curriculum, grouping, the daily schedule, materials of instruction, and the arrangement of the classroom. Some of these adaptations are described briefly in the pages which follow and in more detail in other chapters.

In general, these ways of working with children have been found useful in both single-graded classrooms and multigraded classrooms. The range in development and achievement is wide in both.

Think "groups"—not "grade"

Miss Wilson teaches in a fifth grade in a consolidated school. Most of the children are between ten and eleven years of age. Included in the group are a few slow-developing children who are relatively childish in their interests. They read in books listed for second and third grade, are just mastering the number combinations, and are not very skillful at the games the other children enjoy. One boy, who is seriously retarded mentally, is unable to grasp the symbols of reading, writing, and number. At the other end of the range are children in the prepubescent growth spurt. Their interests are those of early adolescence. Some of them can use Miss Wilson's college textbooks in following their science interests. Miss Wilson realizes "fifth grade" is just a name for her twenty-eight children, not for a single level of achievement. Her problem is to organize a program for children who range in development from early childhood to early adolescence. She thinks "groups," not "grade."

Mrs. Allen works in a one-teacher school. Her children range in chronological age from five to fourteen years. If she thought in terms of grade, her problem would be practically insurmountable. She would have to plan for nine grades, pre-first through eighth. In some grades, there would be only one or two children. Then consider the two children in the fifth grade. Fifth-grade Janet is as far along as Tommy, labeled eighth grade. Bill, with Janet in the fifth grade, needs reading materials at the third-grade level. But Jerry, in the eighth grade with Tommy, works quite comfortably with fifth-grade materials! Mrs. Allen's common sense tells her to forget grades and group children according to their needs and the jobs to be done in the room. Her problem, too, is to organize a program suited to children ranging in development from early childhood to adolescence.

Find some common centers of interest

Although children in both Miss Wilson's and Mrs. Allen's rooms work a great deal in small groups, they also engage in common projects. They need to plan and work as a whole group in order to develop a sense of unity and appreciation for the contributions of all the group members. Because many ways to learn are available, it does not matter that children read and think and contribute at different levels. Children find needed facts from interviewing people, observing, experimenting, and looking at pictures as well as from reading. They share what they find through painting, dramatizing, demonstrating, and charting as well as through writing and speaking.

Miss Wilson and her children plan units which draw on the fields of social studies, science, and health. They work on problems such as "How are some homes and schools supplied with pure water?" or "What was life like in our community in the past?" or "Is our school as safe and healthful as we can make it?"

Because of the wider range of ages in Miss Allen's one-teacher school, it is often necessary to work with children in two or three groups in social studies and science. For example, the primary group might have only passing interest in the ways in which Latin America and the United States help, and compete with, one another. But little and big, alike, have ideas and work to contribute when a party or picnic is in the offing, when the school lunch program needs strengthening, or the school grounds need landscaping. A study of conservation of natural resources finds the younger children feeding the winter birds, learning their

names and how they help the farmers. Older children relate the conservation of bird life to the care of fence rows and forests and to hunting regulations. Perhaps they plant the school grounds with native shrubs which bear fruit attractive to birds. They may chart bird migrations and scientists' hypotheses regarding migration practices.

Nearly all the children in one multigraded classroom had relatives or friends in the armed forces. The children marked the location of each serviceman on the map, read news items about these locations, searched through reference books for information about the places where the men were stationed, and wrote letters to them.

In one classroom with three grades, all the children studied dairying in the community; but the youngest children limited their study to community activities, the next oldest group to dairying in the state, and the oldest children to dairying in the nation.

Work in small groups

The children in Miss Wilson's fifth grade and Mrs. Allen's one-teacher school do a good bit of work in small groups and committees. Less articulate children participate more freely in small groups. Children having common needs can be helped together. Committee work is good practice in citizenship, for committees of the whole do much of the civic work of the world.

Children are often grouped according to their needs in the skill areas. In reading, arithmetic, or spelling children who are working at approximately the same level work together, using materials which are appropriate for them. A child may work in one group for reading, another group for some other skill practice.

Groups form for purposes other than skill practice. Miss Wilson's children, studying how their community developed, may form several groups. Each group may interview local people and seek information from other sources regarding some aspect of the study such as early schools, industries, homemaking, activities, recreation. Mrs. Allen's children, working on conservation, group themselves for various jobs. A group gathers and lists pertinent books and pamphlets and writes to the county library and county extension service for other material. A group reads to find what winter birds eat and recommends ways to secure food for the feeder. A group paints a gay series of pictures of cardinal, chickadee, woodpecker, and kinglet to brighten the library corner.

Make grouping flexible

In the classrooms described, children work with several different groups in a day. This prevents a child from becoming permanently identified with a "slow" group or a "bright" group. He may work with a group on reading skills, with a "partner" in preparing to share a book he likes, with a committee preparing to report on early methods of farming in the community. Throughout the week he works with other groups in cleaning up the school grounds, decorating the room for the Halloween party, planning for morning devotions. Sometimes his contributions are modest; sometimes he "shines." Sometimes he is the leader; sometimes he follows the leadership of another child.

Children frequently choose the groups with which they will work. This makes it possible for children to follow their particular interests. It gives an uncertain child a chance to be with children whom he likes and with whom he feels secure. Sometimes the teacher places a friendless child with a group where he can stand out and show his strengths. A boy who was never chosen first for playground games impressed his fellows with his skill at hand puppets. He helped them have fun and they showed friendliness to him for the first time.

Mrs. Allen in her one-teacher school is particularly fortunate in being able to group younger and older children together, sometimes. When the children entertained their parents, a group undertook to serve simple refreshments. Little folks on the committee decorated paper plates and napkins; older ones arranged wild flowers; the most grown up prepared the fruit punch. (The whole committee tasted it to see if it was sweet enough!) Through working together, younger children set their developmental sights ahead; the older children learned to be patient and gentle with the little ones.

Encourage individual interests and projects

Teachers provide for differences by encouraging children to work individually on interests and needs. This can be particularly helpful for children who are especially rapid or slow learners.

In one classroom the children who often had "time on their hands" planned with the teacher to work independently. One child read, and kept brief records of, more than one hundred books—fiction, poetry, travel, and science. Children wrote and illustrated installments of "continued" stories which the others delighted in hearing. They located and annotated books and periodicals needed by the children in

working on current projects. They wrote, and learned to tell, stories for the younger children. They wrote articles for a newspaper, reporting room activities for their parents. They read and reported in various interesting ways on their hobbies, such as space travel, dress design, or baseball.

Teachers protect the feelings of children who require or wish to use more time for projects, by making provision for them to work individually on skills with which they are having difficulty. One boy listened and contributed interestingly to group discussions, but read poorly. He said the teacher talked about his difficulty and planned how to tackle it. He worked by himself on reading, using easy material about jet planes, speed boats, and other things which meant a great deal to him. Sometimes he dictated stories about his experiences to the teacher and learned to read them before sharing them with a group. The teacher helped him at odd moments and encouraged him to choose a child helper. This did not hurt his self-esteem for he took the initiative in asking for help and chose someone he liked to help him when he needed it. His progress was even greater than the teacher had hoped.

One teacher prepared what she called "contract reading." She selected stories from reading textbooks, trade books, children's magazines, and other sources. Each child had in his folder a list of stories together with the names and pages of the books or periodicals where they were located, and two or three thought-provoking questions about each story. The children went to the library center and worked on their "contracts" whenever they had time, moving at their own rate through increasingly difficult materials. The satisfaction in self-help and independence was expressed by Jimmy who said, "This is the first year I ever read stories!" His earlier reading experience was so difficult that he had not had the thrill of reading; he had only puzzled over words.

Joe is another example of a child who needed support in working independently. He was handicapped by mirror vision. Tracing on the chalkboard and on wide-lined paper helped him gradually to eliminate this handicap.

Schedule for flexible grouping and individual work

When teachers group children for various purposes, the classroom is a little like a three-ring circus. The teacher must keep an eye on all

the groups, help them over hard spots, teach them techniques of working together without dominating them.

One important way to assure efficient group work is to set aside a time on the daily schedule[2] for planning. This assures that the children as well as the teacher know what they will undertake and when. A skillful teacher is always planning with children. She is always asking, "What do you think our real problem is? What do you think our next step is? How can we find a way around this difficulty? How can we find what we want to know? How long should it take us to complete this job?" But sometime during the day, in the morning or at the close of the day, the children and teacher lay out the coming day's work. Each day's progress is checked before the next day is planned.

Another way to strengthen group work is to schedule what teachers call, for want of a better name, a "work" period. This is an hour or so, often at the beginning of the day, when the children work, individually or in small groups, at jobs they have cooperatively planned. During this time, social studies committees may work, a room-club committee may meet, or a small group prepare a "surprise" dramatization. Some may work with arts materials; younger children may use blocks and home play equipment. The teacher is free during this hour to help wherever a child or a group needs her most. She may help a committee draft a report. She may note why a group is having trouble doing research on a science problem and plan to help them during reading time. She may talk with a child about his favorite character in the book he is reading, or counsel privately with a youngster who is worried about a personal problem.

Some teachers schedule a daily half-hour "skills" period during which all the children practice the skills they realize they need most at the time. The teacher moves about working with individuals and small groups. For example, children may work with partners checking each other on number combinations (using a set of homemade cards with the answers on the back), or dictating individual spelling lists to each other. Some children may be practicing letter formation. Others may be reading easy material rapidly, to increase eye span, or comprehension, or self-confidence

[2]See Chapter 4 for further discussion of scheduling, and for sample schedules.

Use children as helpers

Teachers find that children show remarkable ability in group leadership. The teacher may, for instance, set aside an hour each day as "reading time." During the hour there may be five groups at work.

In the daily planning time each group lays out its work. (Some older groups plan several days' reading activities in advance.) The teacher gives over-all supervision, but today she may work intensively with only two reading groups. At the same time the three groups which do not meet with her, work with designated child leaders. One group may be re-reading a story in preparation for dramatizing it. Another may be at the library center, searching for animal stories to answer their questions about how animals move, defend themselves, care for their young. A third group may be reading silently to answer some "why do you think" questions, making picture answers. In the use of "helpers" care is taken that children are not oppressed and made to feel inadequate or bored with "help" when they need to achieve things independently.

Arrange materials to encourage independent use

When teachers organize a program in which many small groups are at work, room arrangement becomes increasingly important. Well-equipped work centers stimulate children to work creatively. Wasted time and confusion are avoided when children have a place to work and materials to work with, ready at hand.

Teachers and children find varied ways to arrange classrooms which encourage individual and group activity. Spaciousness helps, but good working arrangements have been developed in classrooms with limited space. Planning the classroom as a workshop, one group of children ranging in age from six through nine worked with their teacher to develop a number of work centers including a reading center, a science corner, an arts shelf, a place for quiet play, and places where writing and arithmetic materials were near at hand for children's use. Bulletin board, chalkboards, and a flannelboard were a part of the school's working equipment to be used regularly by children and teacher.

Another group of children of similar ages had a cherished spot which they called their "pretty corner." It was a place to be kept beautiful with a child's latest handiwork or flowers brought from home. It was a place to be lived in and enjoyed. A child could come as he wished, just to enjoy this quiet nook which belonged in part to him, the same as he would repair to some quiet spot of his own choosing at home.

Use community resources

In most schools, there are children who need assistance which teachers alone cannot give. To help them, teachers enlist the aid of parents, individuals in the community with special skills, service groups which can provide financial help, and others. Local, county, and state services are located and used.

Eight-year-old Richard had a severe speech impediment and 80 percent loss of hearing in both ears. He was retarded in achievement and his behavior in school was disturbing to the group. Richard's teacher was able to arrange tests of hearing, speech, and mental ability. Interviews with his parents resulted in a thorough physical examination. A hearing aid and work with a speech teacher were helpful. Through affection and understanding shown by principal, teacher, supervisor, and schoolmates, Richard discovered that people really cared for him. He began to enter into group activities and was especially helpful in preparing a project for the science fair. Gradually his behavior improved and his participation increased.

A school in a community where migrants come to harvest the crops has its class size doubled during a twelve-week period. The migrant children who come need a great deal of help and guidance. Space and substitute teachers are scarce. This year several students in a state teachers college gave several weeks to this school, making up the time away from the college during the summer session. Acting as teacher aides, they had a fine influence on the children and gained priceless practical experience.

Another school reports substantial help from the county health nurse. Vision problems have been corrected and provisions started in the county for therapy for children with speech defects. In addition the help of specialists at the state university has been enlisted.

A teacher, troubled about a nine-year-old who could not read, interested his parents in using the services of the county guidance clinic. It was found that emotional problems were blocking learning and he was helped with these. The library supplied attractive books, suited to his interests, which stimulated him to read.

Remember, it's the personal touch that counts

They are all different, these children who come to our public schools. Each one is precious, having in him the divine spark of immortality.

Each one has potentialities which he needs help in discovering and developing.

We teachers need always to be improving or extending our skills in working with children. But we cannot go too far wrong if we show each one of our children that he counts with us and that we believe in him and value what he has to give.

An eighty-year-old woman speaks with a loving smile of the teacher she had when she was ten years old. "Miss Mary always said I wrote a lovely hand," she says. Seventy years is a long time to remember a word of praise, but it was never forgotten because the warmth and support it represented were built into a human life.

CHAPTER 4

Can I "Get It All In"?

I TEACH in a situation where it is possible to know children reasonably well—well enough to sense each child's general capabilities and to recognize his major needs and problems. But how to find time within a six-hour school day to provide *all* the worthwhile experiences these children should have—that is my problem. And of course there is the related problem, how to find time in my own 24-hour day to do the things that prepare me to use those six hours with children to the best possible advantage.

I have taught for several years, part of that time in an eight-grade one-teacher school and the remainder in the middle room of a three-teacher village school. I have tried many devices, many ways of grouping grades and classes, but always with the feeling that what I was doing was makeshift, that there must be better ways if I could only find them. Last spring I did some pretty straight thinking about it. I think of myself as a career teacher and would like to continue teaching in this community where schools are not likely to become large. But I asked myself whether I could go on for the rest of my professional life with this feeling of never quite measuring up to what I should be accomplishing. It didn't make sense when I faced it that way, so I resolved to set about correcting the situation, if I could.

I was fortunate at the start. Our county office had recently employed an instructional supervisor who is especially qualified to work with teachers in schools like mine. So I talked things over with her. She understood my problem and felt it was one that many teachers share. But she said, and I'm sure it's true, that not all teachers are ready to move ahead in the same way and at the same time in working on such a problem. We decided that I needed first to clarify my own thinking on the problem. With a broader understanding of the possibilities, we

Lois M. Clark, Assistant Director of Rural Service, NEA, prepared the first draft of Chapter 4.

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could map out plans that would be workable for me. A summer workshop at the state teachers college offered the opportunity I needed to "expand my horizons" as well as work on my special problem. What I report here has grown out of that summer workshop, interpreted, of course, in terms of my previous experiences.

When several age groups share a classroom

The special problem of organization faced by teachers in one- to four-teacher elementary schools usually centers in their having within their classrooms two or more "grades" or age groups. Many teachers have a few children in each of eight or nine different grades (including "beginners" or "pre-firsts" where five-year-olds are permitted); the average one-teacher school includes children in six different grades. The organizational problems which the teacher faces have to do with the necessity of guiding and directing the learning activities of these various groups of children simultaneously. Trying to teach reading, spelling, writing, arithmetic, science, history, geography, et cetera, to six or eight, or even two or three, separate classes each day is quite impossible, if that is the approach the teacher makes.

Fortunately this is not the only possible approach a teacher can make to the problem of organizing the classroom. In fact it is a plan borrowed from graded town schools in an earlier day, and has been especially ill suited to the small schools which have predominated in rural areas. That this highly structured scheme of organization still persists reflects an illusion:

> The illusion that children can be classified into neat and comfortable groupings—a sorting into bins is the picture that comes to mind—doggedly persists, though experience disproves it daily. So teachers whose classrooms are inhabited by lively assortments of six- to fifteen-year-olds, or some lesser combination within that range, still struggle with a graded system that fits no group of children and is at its disastrous worst in the multigraded schools where age differences dramatize the individuality of all personality. Little wonder that, for many a teacher, the small rural school has come to mean a task so complex that he wants none of it. That this situation is a hurdle more apparent than real in no way lessens the difficulties it presents.[1]

Teacher use of time is the key

A first and very important factor in "getting it all in" in small rural elementary schools is a mental adjustment to be made by the teacher.

[1]Clark, Lois M. "For These Children in This School." *Phi Delta Kappan*. Vol. 26, No. 1; October 1954. p. 20-24.

Once he has made the adjustment, a teacher can go on to make many specific adaptions and adjustments that are helpful in developing a school situation where rich living and learning can take place. The thinking involved in this adjustment goes something like this: The teacher comes to know, genuinely and of his own experience, that children grow and learn out of what they themselves do and experience. Hence the teacher's greatest responsibility is to guide and direct their doing and experiencing, *each* individually and *all* collectively, so that it brings for each the best growth, the fullest learning. While there *is* a time problem, it is not primarily the children's but the teacher's: *How can the teacher use his time with the children so that all of their school time is used in ways that help rather than hinder growth?* That is the key question.

Having clarified his thinking on this point, the teacher looks at the school day from the perspective of the needs of children of various ages and differing temperaments. What makes a good day for six-year-olds, eagerly starting to school? What do twelve-year-olds need? Specifically, what does this twelve-year-old Susie, sunny, placid, and plodding, need? What about Janie, a fly-by-night? And Tommy, earnest and even tempered but not yet ready to read? How can each have the help he needs?

Children's needs in growing up set priorities

No teacher really stands alone, however small and remote his school may be, since his school is part of a system of schools for which many decisions are made at both state and county levels. But many day-to-day decisions can be made only in the individual classroom; for them the teacher needs a clear sense of relative values. These values relate to the child's needs as he grows up in, and comes to terms with, his world. They determine what is essential and what is incidental, or only a means, in the work of the classroom.

To the teacher who holds to the ideal that every child must have his full educational opportunity, each school day becomes not just a day to be lived through somehow, but another day of helping children to find and develop their capabilities. Each child must, over the span of his lifetime, establish relationships with his world which satisfy him and are acceptable to his world. In his first years he counts on other persons . . especially parents and teachers –to carry the main responsibility in guiding his establishment of these relationships. As he approaches

maturity, he prepares to take on the chief responsibility of directing his own life. So, in his formative years, parents and teachers seek to help him grow in understanding and in the ability to think and act for himself.

Coming to terms with one's world is not a simple matter, for ours is a complex world. Even the world of childhood may be complicated and confusing, made up as it is of all kinds of things, of people and circumstances, of feelings and ideas, of what adults expect of you and what you want for yourself. In order to establish satisfactory relationships with his world, a child must gradually and continually come to understand that world. He must also come to understand himself—his hopes and aspirations, his capabilities and limitations. So he must have many meaningful experiences with the worlds of nature and of man which he finds around him. He must also have many opportunities to explore, to try himself out in one way and another. Beyond this, he needs to develop the skills and abilities that make it possible for him to take an appropriate and responsible part, at his level of development, in the life of his world.

Learning is an individual matter

Francis S. Chase, addressing the National Conference on Rural Education in October 1954, urged that we discard "the mass production model of education which moves learners along through standardized learning experiences at uniform rates." This method, he said, is not good enough to meet the needs of today. *What is needed is a quality of teaching, a flexibility of grouping for experiences, which make possible sequence and continuity for the individual learner in the learning experiences provided.*[2]

It is extremely important, therefore, to look at the school day in terms of the typical needs of children at various levels of development and also in terms of individual child needs. Surely all six-year-olds must have a good bit of the teacher's time, and at frequent intervals. But twelve-year-olds are able to carry on for themselves, with a bit of checking and guidance now and then, once they have a clear understanding of what to do and how to do it. They need longer periods of

[2]National Education Association. Department of Rural Education. "The Challenge of Continuing Problems." *Rural Education A Forward Look*. Yearbook 1955. Washington, D. C.: the Department, 1955. Chapter 2, p. 26.

time, sometimes to work independently or with minor direction, sometimes with teacher "teaching" as a new phase of work gets under way.

The organizing principle for Johnny is—Johnny

The point is well made in Chapter 3 that children are all different, and that each has his individual growth pattern. The further fact that learning and development move forward in spurts rather than a steady climb has important implications for the organization of the school day. Many efforts to simplify the daily schedule of the one- or two-teacher school have bogged down because they assumed that a grade label meant just what it said—that Johnny's being in Grade IV accurately defined the level at which he was ready to work. What is wrong with such an assumption?

First, the notion that Johnny, or any child, can do a fixed level of work because a grade label has been given him is erroneous. Johnny is Johnny, "a whiz at numbers," or "a little slow in reading," or "not much interested in geography" —in other words, a normal child developing in irregular fashion along many fronts . . . . What is needed is the recognition, by what we do as well as by what we say, that the organizing principle for Johnny's learning must take into account Johnny—what he is, what he needs, what he is ready for *now*. This we can know in advance in a general way, not in its minute details. And Johnny's total world is not at all careful about the sequence in which it interests, excites, and stimulates him to learning.[8]

Each small school must find its own pattern

The school in the small community can be a good school for children. It has easy access to the life about it. Usually, too, the school is small enough that children of varying ages may associate freely in the activities of the school as a whole, perhaps within a single classroom. To use these advantages effectively, and to do justice to the needs of all the children, small schools must have their own patterns of organization.

The school we envision differs from the traditional "rural school" in at least three obvious respects. One is in the nature of the daily program. The old jigsaw puzzle type of schedule, with its 10 minutes of this and 15 of that fitted together within limits set by a 9:00 to 4:00 day, gives way to a more flexible plan. When coming out even by the clock was the most immediate concern, eighth-grade history might come in the midst of everyone else's arithmetic. But when meeting children's

[8]Clark, Lois M., *op. cit.*, p. 23.

needs is of first importance, the schedule must be usable and adaptable, not one that confines and thwarts teacher and pupils at every turn. "Block scheduling," with its greater possibilities for flexibility, appropriately replaces a more minutely detailed program.

Closely related to this change in the nature of daily schedules is a changed attitude and practice with respect to grouping children for teaching. Although the grade labeling of children may and often does persist (Peter is in Grade III, Ellen in Grade I, and so forth.), they are grouped flexibly for specific types of learning on the basis of their individual needs and capabilities, not solely in terms of the "grades" to which they are assigned. This will be discussed more fully later in the chapter.

Another change is in the way in which the teacher uses the so-called recitation period. Originally it was a time when the pupils re-cited to the teacher lessons which had been assigned for memorization. With today's clearer understanding of the nature of learning and how it can be tested, the teacher's time is seen to be needed more in guiding and directing children's learning. It seems a waste to call a class together just to "hear" a lesson; instead, the testing of accomplishment becomes an integral part of learning, to be carried on in a variety of ways with teacher and children sharing responsibility for it. With less time needed to "hear" lessons, more time is available for actual teaching. This change is not unique to small schools, but has special importance for them. Students of the former Fannie Wyche Dunn will recall her reiteration of the idea that the old-time recitation is a luxury which the teacher in the small school cannot afford; time is too precious.

Children's time is a precious resource

Time is precious for everyone; for the child it is doubly valuable. He has but one year of being six—or eight, or eleven—so he must make of each year what is, for him, the best possible time of being that age. His school shares with his parents the heavy responsibility of seeing that his precious time is neither misused nor frittered away.

The school must be concerned with *all* the child's time at school, and more besides. Does he arise early to hike over the hill and ride the school bus? Is this a *good* use of time for him, or does it have a damaging or a negative effect? Perhaps it is time necessarily expended, to be compensated for by a fuller and richer school experience than he might otherwise have. How is his noon time spent? When and how does he

reach home in the afternoon? Has it been a good day for him? Has there been time for the things that are most important to his growing up?

. . . time to think, to plan, to evaluate

Children need to know what they should be doing and why. Together with the teacher, they need to consider what was left undone yesterday, to plan what ought to be done today, and to think ahead to what else may appropriately be done. Some of this will be concerned with their work in groups, some with their individual purposes and activities. This planning process itself is learning; teacher guidance in it is most important. The skills of planning develop slowly through many experiences. Some days, plans do not work out and need to be modified through further planning. Often it is necessary to check the children's understanding of what is planned. It is a part of planning to save time each day for evaluation, to see if plans have been accomplished, and to make suggestions for the next day's work.

One teacher reports that her county school supervisor suggests a program which begins each day with teacher-pupil planning of the use to be made of the various time-blocks for that day. The time-blocks are assigned to such fields as arithmetic, language, social studies, health, music, art, or other activities; these are jotted on the board. Then, she reports:

> At the beginning of each time-block teacher-pupil planning again takes place, indicating the kinds of activity for each group, materials needed, how and when the teacher will work with each group, et cetera. This takes but a few minutes and also is jotted on the board. In this manner there is always understanding as to what tasks lie ahead and how to proceed. All groups are occupied with worthwhile learning activities without fluster, hurry, or confusion. The teacher works from group to group; there may be discussion, introduction of new work, written assignments, drawing, constructing, reference work, free reading, room duties—whatever may be the planned assignment. Frequently a quick summary at the end of the time-block is very helpful to the next day's planning. The essential elements of the scheme are (a) teacher-pupil planning, and (b) noting assignments or directions on the board where they serve as a constant guide and directive.

It is important that time be so used that individual children as well as groups have opportunity to plan and, at appropriate times, to evaluate the progress of their undertakings, with as much teacher help as necessary. There must be time, too, just to think. Many teachers will

share with parents a warm appreciation of the importance for Roddy's growth of his being able to say, "I've been thinking," and of his having opportunity to test thinking in free discussion or of putting it to the test in some suitable, practical way.

. . . time for living and working together

A classroom is a place for living together. For five or six hours a day, a group of people are living within the same confines doing many similar things, being affected by the actions of those about them. This living together can be of very indifferent quality or it can be a happy, healthful, and stimulating experience. A satisfactory group life is made up of many elements, some tangible and others quite intangible. But the allotment of a comparatively small amount of time each day makes possible essential activities which facilitate a good social climate in the classroom.

In Centre County, Pennsylvania, many schools begin the day with a half-hour period entitled simply, "Beginning-of-the-Day Activities." Earl Stock, the assistant superintendent, lists these items from which selection is made: Opening exercises; songs; news reports; classroom business; health practices check; weather and meteorological reports; supplies; personal reporting and sharing; planning for the day; and others, of similar nature. Commenting on the daily use of this period, Mr. Stock suggests:

> It is not to be supposed that all these items will be included every day. "Opening exercises" is the only one which will occur daily. "Songs" will occur most days. This is not generally to be the regular music period though occasionally it may be. Ordinarily it means singing two or three songs for pleasure and spirit. "News reports" may be quite extensive once or twice a week, omitted other days, or confined to very important events.
>
> "Classroom business" will occur irregularly. When planning a class activity, such as a school party or picnic it may take the entire period -perhaps for two or three days. "Health practices check" may occur daily if a morning check-up routine of hands, teeth, breakfast-eating, etc. is followed; or for the length of time covering a project in one or more such matters. The same applies to radio weather forecasts, thermometer and barometer readings, room temperature and ventilation, precipitation records: your plan may call for these activities on certain days, or every day for a certain period of time. Supplies that are distributed periodically may be handled in this period; more important, however, is the getting ready of materials to be used during the day such as drawing papers, paints, craft materials, music, reference books, and maps.
>
> "Personal reporting and sharing" may mean noting a birthday, a new baby or pet, a trip, moving, or other incidents of considerable interest and importance

in the life of one or more members of the group—teacher, pupils, janitor, associates in other rooms, supervisors. "Planning for the day" is quite necessary most days. It refers to such general planning with the pupils as determining which classes or subjects are on the day's program, who will have certain responsibilities with regard to certain classes or in the halls or on the playground.

It is perhaps significant to note that, of the nine specific items listed, two—"supplies" and "planning for the day"—have as their direct purpose the effective use of the remainder of the day in working together. The other seven may and often do contribute to the same purpose, but their immediate concern is the development of a happy and stimulating group-living situation.

. . . time for help with individual needs

Within the range that we tend to label as "normal," children vary widely in their readiness for particular learnings and in their rates and patterns of learning. If the school is to provide for each child the individual sequence and continuity in his learning experiences which Chase[4] calls for, the school day must provide adequate opportunity for children to work alone yet with needed help and guidance. Such time is of great importance to the teacher, for it gives him opportunity to understand the individual child's pattern of growth and his present needs. It is important to the child, for it enables him to move ahead in his learning without the false starts and regressions he might experience if left to fumble by himself—experiences which not only discourage him, but may also set up blocks to learning.

Teachers schedule time for providing individual help in different ways. Where the help needed relates directly to a particular "subject" or "unit," the teacher may arrange to use a part of the time-block scheduled for that subject or unit for working with individuals. Often this is done quite informally and may require but a few moments each day. At times a general need for help may develop, so that it seems best to devote the entire time-block for a day or more to individual work.

Sometimes the help needed involves mastering skills that are more generally needed. In such instances, some teachers find it useful to schedule an entire period during which all children work on their special needs in mastering specific skills in such areas as reading, arith-

[4] See p. 54.

metic, language, and other communication arts. Some children may be doing very well in developing reading skills but need extra time for work in arithmetic, for example. A few children may need extra time in all fields, in which case the teacher helps to determine what is most needed for the child to move forward in his own growth pattern. In these special periods the teacher's guiding hand is greatly needed. However, many teachers have discovered that, with suitable materials and direction, children can sometimes work together in pairs or small groups to carry on needed drill or practice. This may be the help of co-equals, where, for instance, one child has the number-fact cards which show the correct answers on one side so he can check replies accurately. It may be the help of a more mature pupil who, with the teacher's help in developing a good relationship, may direct the practice of another child or of a small group.

Where a child has an extreme need as in the case of mental retardation or prolonged absence, plans for helping the child must take into account his total needs as a person. In a rural consolidated school an eleven-year old boy with a mental age of less than seven worked with a first-grade group although he was classified as a fourth-grader and reported to that group for opening exercises. This adjustment was worked out in consultation with his parents. Being small in stature, he did not feel out of place with the younger group. For another child who was physically large, different arrangements had to be made. In one- or two-teacher schools there are not likely to be many extremely retarded children. In one such school there were two boys whose arithmetic could be taught together because they both needed the same level of work, although one was nine and a half and the other twelve years old. In another school, however, two children of about the same age and ability received their adapted instruction separately because the one had the desire to succeed at the fourth-grade level and the other plodded along at the second-grade level. Planning for the use of school time needs to take into account just such variables.

. . . time for learning to work independently

One of our long-time goals for all children is that they shall grow up to be resourceful, self-directing persons. Hence the teacher's need to have children work independently at times coincides with their need to grow in ability to be self-reliant. Obviously, younger children in general need more direction, at more frequent intervals, than do older

children, although older children, too, must make heavy claims on the teacher's time when difficult new learnings are being developed.

Perhaps no concern is more frequently expressed by teachers who work with several age or ability groups that include primary-age children than the query, "What can the children do when I must work with other groups?" The kinds of answers teachers have found to this question are reflected in the terminology used in referring to it. "Busy work" reflected the "keep them busy (and therefore quiet) at any cost" philosophy of a generation and more ago. Some of the things we gave them to do kept them harmlessly busy but some, we now realize, were in direct violation of fundamental principles of child development and learning. So we turned to "seat work" as a better term, apparently selecting it because children were either in class or at their seats, and these activities, being out of class, were "seat" work.

A term more recently introduced, "unsupervised work period," reflects a broader concept but has given way in turn to the even more appropriate designation, "indirectly supervised activities,"[5] which reflects a more acceptable philosophy. Simply stated, this viewpoint is that the work children do when the teacher is busy elsewhere should and can contribute to each child's continuing growth, and that it should be supervised, even though this is done indirectly. This means that *interests developed and activities begun when teacher and children are working together carry over into periods when children work alone.*

In a handbook for social studies developed a number of years ago in New Jersey under the leadership of Marcia Everett, the relationship of the child's in-class and out-of-class time is helpfully presented. Under the caption, "The Children's Unsupervised Work Period," the handbook states:

> In the average one-teacher schools which we know, the primary child has, at the greatest, one hour a day of his teacher's direct help in class work. In addition to this, with a thoughtful teacher, he will have carefully planned reading, spelling, and arithmetic seat work to last perhaps two hours. This leaves from one to two hours for other activity and it is here that the social studies work provides something to do that they want to do and which provides unlimited possibilities for child growth. Every class conference period in social studies, when properly conducted, leaves the child something to do with his

[5] An extremely practical discussion of this topic, originally prepared by Fannie W. Dunn for *Childcraft.* (Teacher edition. Volume 7:133-55, 1940.) is available in *Child in the Rural Environment.* (Department of Rural Education.. Yearbook 1951. p. 205-20) Reprinted by special permission of Field Enterprises, Inc.

hands or something to think, read, or write about; something to look for, to bring, to make or experiment with or some responsibility to meet which has been selected with the approval of the other children and the teacher.

To illustrate consider the group who are studying Japan . . . . For the more mature child there is the question, "Why do they build this kind of house?" to think about, to read about, and to search everywhere for help in answering. The same group may be building or planning to build a large Japanese house and will need to confer. An illustrated description of a Japanese house also needs to be made for each individual's notebook. Another group may be building small houses for the floor scene, painting houses on the frieze, looking for more pictures, and illustrating their notebooks, too. The very tiniest children can add two pages to their books—on one, a picture or cut poster of "My Home," on another, "A Japanese Home." They can help the others get materials, and they can help clean up. They can look at pictures even though they can't read. An individual from any group may have an opportunity for doing a piece of work of special interest, such as painting a lovely Japanese landscape setting for his house.

For older children, the need to learn to work independently involves learning to study more effectively. The role of the teacher in helping children do this has been described by Ruth Strang as involving: (a) understanding the individual students—their stage of development, their idea of themselves, their readiness for certain kind of learning; (b) providing concrete, challenging materials and suggesting timely topics and realistic practical problems; (c) promoting interpersonal relations that furnish incentives for learning; (d) encouraging student initiative in setting their own meaningful goals, finding worthwhile problems, and discovering their own learning aids.[6]

Clearly, this kind of help calls for the effective use of all the time in which teacher and students work together, rather than the setting apart of specific learning-to-study time.

. . . time for sharing joys and perplexities

Martin, just turned five and therefore eligible to attend school, had an eager and alert mind which often found more of interest out-of-doors than within. During his first spring in school, he was the despair of an older sister and two brothers who diligently tried to get him to school on time. But the fascinating life that was stirring in the swamp he passed on the way to school was hard to resist. When school showed interest in the swamp, and especially in Martin as its "discoverer," a

[6] Strang, Ruth. *Guided Study and Homework.* What Research Says to the Teacher, No. Washington, D. C.: Department of Classroom Teachers, July 1955. p. 5.

bridge was formed which led eventually to rich learning for Martin and the other children. But a teacher had to have time to listen, and Martin had to feel that others were interested, before the bridge could be established.

How do teachers find time for the sharing of children's joys and sorrows, excitement and thoughtful curiosity—a sharing which leads to fuller understanding of children by the teacher and to enrichment of learning? The "Beginning of-the-Day Activities" described earlier in this chapter included some activities of this nature. Many teachers find that the golden opportunity often comes quite informally when children arrive at school, either in hordes by school bus or singly or by handfuls that walk to school. The big news at home or the interesting event enroute to school is then fresh and important. Some teachers make it a practice to have *their* work of preparation completed before the children appear so that they can give all their attention to the children in that bubbling, exciting time before school formally "takes up."

Some teachers make more formal provision of time to talk things over. But when "Show and Tell" becomes an assignment to be prepared for, whether or not a child has something to "show and tell," it is necessary to re-think the purposes for which such a period was established and to consider whether they are being achieved.

. . . time to find and develop our best selves

Adequate time should be allowed for meeting the health and safety needs of children: the need for good food at appropriate times, properly eaten; the need to flex one's muscles and discover the joys of physical activity, well directed; the need for rest and a balanced day physically; the need for a safe environment; the need to learn how to go on living safely and healthily. Adequate time, where such needs as these are to be met, is not a matter of so many minutes devoted to health needs but of the balance and pattern of the entire day, from leaving home to returning home. It must be planned in relation to the differing needs of children at different stages of development.

Having a strong, healthy, and disciplined body takes the child a long way toward being his best self. But it is not enough; there are the inner yearnings of each child, the something within, which, if he finds it and develops it well, leads to the good life for him. Billie Davis has thrilled thousands by her tribute to the public school as the institution which can help each child to be what he has it in him to be. How do

we "schedule" this sort of thing? How do we "get it in"? The answer, of course, is that much of it is not a matter of scheduling but of how teacher and children live and work together. But some schedules hinder and interfere. To the extent that the school day can provide for *a broad range of experiences, so the child can find his special interests; time to pursue special interests, perhaps time just to "dream"; time for teacher to be responsive and welcoming* in his attitude toward variants from the average—to the extent that the pattern of the school day encourages a helpful climate, opportunity for self-discovery can be scheduled.

"Special subjects" bid for special time

Some subjects have been a part of the curriculum since the establishment of the first public schools; others have been added and have achieved full acceptance in the "regular" curriculum. Some enjoy (or suffer) a special status; they are much respected and their offerings are much desired, but for one reason or another they remain apart, as though housed in another room where they can be called in at special times and then sent home. We call them "special subjects," though we do not all have the same ones in mind when we use the term. But they *do* bid for time in the school day. How much time should they be given? When? Perhaps these questions can be answered best by taking a look at what seems to set them apart.

Teachers who listed questions relating to so-called special subjects referred to three—art, music, and science—and indirectly to a fourth, health and physical education. As they discussed these subjects, teachers seemed to identify two characteristics which set them apart: The belief of the teacher that the subject required some special knowledge and skills not involved in other school subjects—knowledge and skills which some teachers feel they lack; and the fact that the subject was as yet so new in the curriculum that the teacher did not have an adequate body of teaching materials and "know-how" at his command in dealing with it.

"Special subjects" serve all learning

In discussing "art" in the weekly schedule, Earl Stock of Centre County[7] makes it clear that the relationship of this subject to other phases of the curriculum is a very close one. One period a week is set aside "for developing interests, abilities, and techniques in the field of

[7]See p. 58.

art expression." The scope of the work, he suggests, is guided by several factors, with plans formulated (in this instance) by the teacher and an art supervisor working together. (The supervisor may or may not be present during this weekly period.) The factors are:

1. Creative expression growing out of pupils' experiences, both in and out of the school, both from *curricular activities* and from personal, *non-curricular activities* and influences.
2. The use of various media such as drawing, painting, designing, molding, modeling, construction, crafts, cutting, and assembling.
3. Art appreciations in picture, in nature, in dress, in home, in commercial products, in associated art experiences such as music, dramatics, and dance.

Activities of a special music period are planned in the same way, with the following factors used as guides:

1. Pleasurable singing—which *often* would come at other times of the day.
2. Integration with other fields—which would also *often* come at other periods of the day.
3. Appreciation—which also might come at another time and *perhaps* as an integrated activity with another field.
4. Mechanics of music; what, and how much?

. . . but require some direct teaching

Though such subjects as art and music serve to enrich all learning and must be used in relation to whatever needs to find expression in the life and work of the school, they have their special content and skills which require some direct teaching. In the situation described above, special supervisors were helping the teachers to plan how this could be done. These teachers also have access to a teaching guide in music, "Guide to the Teaching of Music in the Elementary Schools of Centre County." Many teachers find ways of helping children acquire needed skills, even when their own preparation is limited. A Montana teacher writes:

I wanted to develop and have my grade-school children practice part singing. I have pupils with true and clear voices but they stalled in my efforts at two voices.

I found, after having given up one year in my attempt at two-voices work with children from Grade IV through Grade VIII, that it was necessary to begin with the simplest of music and songs, melodies. My children had learned the rudiments of notes and the staff but could not "read" notes except to recognize there was an up and a down on the staff. They could sing scales. I proceeded first with teaching the melody by rote. Then I turned to the accompaniment in alto and taught that by rote—always having the music before them so that they recognized the positions of the notes they were singing. They began

to feel and enjoy the harmony when I let one section sing the soprano and another the alto. There were instances when the altos got "lost," but by persevering, we mastered the problem. The nicest thing about our efforts was the enjoyment we had out of our half hour music period two and three times a week. The children were always eager to practice our part singing and I, together with them, was proud to be able to present numbers at our graduation exercises in the spring. They loved singing.

My own preparation for teaching music was practically nil except for what I learned in 20 piano lessons when I was a child - plus the ability to carry a melody.

. . . and provide useful bridges

"How can I find time to teach science to all grades as required by my state course of study when I have all eight grades in my rural school? The course is outlined by grades." Many teachers share this concern, or the concern of another teacher, who writes, "As a teacher in a small rural community I have the problem of the combination room. I must teach two grade levels from separate sets of textbooks on different subject matters."

Each of these teachers poses his problem in order to share a solution he or she has found helpful. The first writes:

In a rural school, the study of science may be handled as a truly school project, regardless of age or grade of pupils. The school as a whole may take field trips; make mineral, flower, and plant collections; study soil conservation practices and wildlife habitats. The older children may carry on experiments connected with their textbook study, explaining them to the lower grades. There is great opportunity for correlation with written and oral English and supplementary reading in all grades.

The teacher of the two-grade combination room reports:

I have set about to solve my problem with as little of the old solution, "busy work," as possible. I have found that science is a bridge which can cross all levels of maturity, ability, and interest. It lends itself as readily to simple investigation by the younger or the slower children as to detailed experimentation by the more advanced students. The child who likes art can express himself in drawings, diagrams, and models. The one who likes to build things can make equipment and exhibits. Science is interesting to rural children because they see so much of nature. Outside any rural classroom are the makings of an interesting natural science museum. Common weeds and insects become important when their real names are known and they are assigned their proper places in the balance of nature.

Rural teachers faced with a shortage of reference material and interesting reading will find that much free material is available in the field of science. Industries publish many booklets, even whole teaching units, designed for various grade levels.

With a core such as science I have been able to better combine my two groups into a single group with common interests.

Still another teacher, one who, as a teacher of teachers, has seen many years of science functioning in the lives and learning of elementary children, speaks of the leading-on values of science interests. They have the vitality to hold children's attention and to take them ahead; sometimes they are the key to a child's continuation into high school.

A good day for children . . .

More could be said of the factors to be taken in account in trying to incorporate in the daily or weekly schedule the significant experiences schools should provide. Perhaps it can all be summed up in the simple statement: Children's needs, not the clock, are "boss." Or, to put it in more professional terms, the school program of each day should provide for every child a balance of work, play, rest, and relaxation. For each child there should be (a) a happy existence, (b) healthful living, (c) practice in democratic living, (d) the acquisition of basic skills, (e) the development of special individual interests, (f) the appreciation of nature, art, music, literature.

To meet the needs of growing boys and girls, it is helpful to remember that:

1. Vigorous exercises should not follow lunch.
2. Work requiring fine muscular control should not follow vigorous exercise.
3. Variety should be provided in the different activities in order to make a balanced day.
4. There should be a balance between activities when pupils work alone and when they work in groups.
5. Time should be allowed for routine matters such as cleaning up, putting away materials, and taking care of housekeeping duties.

To put it another way, a good school day has variety. Viola Theman, in discussing what parents, teachers, and boys and girls think a good school day should be like, says:

> Because children differ from each other in so many important ways, a school day is good only if it gives a chance for every boy and girl to grow. It must therefore be flexible enough to meet the varied needs and requirements of each child.
>
> Because no two people work at the same rate, tire at the same time, become thirsty at the same minute, or require the same amount and kinds of exercise, the school day must be planned to provide each child with a variety of worthwhile tasks which he can complete without exhausting his energy, time, or interest.

Because no two pupils in a room have the same abilities in schoolwork, or need the same help from the teacher at the same time, the school day must be varied in assignments, activities, classes, and materials suited to each pupil's mental abilities.

Because no two children have the same hobbies, individual interests, and special abilities, the program for the school day should include a time for each pupil to do those things which interest him and arouse his curiosity.

The first thing to look for, then, in judging the quality of a school day, is the extent to which provision has been made to meet the individual needs, interests, and abilities of each pupil in a particular classroom.[8]

Time must be apportioned fairly

The teacher must budget his own time with the children so that it pays the biggest possible dividends in teaching. The daily or weekly schedule that makes this possible must vary from school to school according to the number of children enrolled in the room; their ages, health, environmental factors, grade levels, and abilities; and community needs and interests. Each teacher must plan a schedule that will work in his own situation.

In providing for the areas of experiences to be included in the daily schedule, the following time allotments are suggestive:

Amount of time	Kind of Work
1/3 of day or more	*Social Studies Program* involving planning, discussing; reading and research; trips; observations and experiments; creative arts and crafts; and use of visual aids.
1/4 to 1/3 of day	*Skills.* Small group or individual instruction in reading, writing, spelling, arithmetic.
1/4 of day or less	*Recreational and Creative Activities.* Art, music, poetry, storytelling, dramatics, literature, and play activities.
1/6 of day	*Daily Living Activities.* Midmorning lunch, noon lunch, rest, washing hands, housekeeping, etc.

The following is a skeleton program which many teachers have found adaptable to their situations, whether the school included a single age group or several age groups:

9:00 to 10:30 *Basic Social Studies*

This includes health needs, housekeeping, daily living, pupil-teacher planning, social studies program.

Individual and group activities relating to social studies problem: creative and constructive activities, enrichment

[8] Thelan, Viola. *A Good School Day.* New York: Bureau of Publications, Teachers College, Columbia University, 1954. (Parent-Teacher Series) p. 3-4.

experiences, trips, research, reading to solve problems, making records and charts, cleaning up, related music and dramatic and art activities.

Conferences for evaluation, planning, and sharing of experiences.

10:30 to 10:50 *Play and Midmorning "Snack"*

10:50 to 12:00 *Language Arts and Reading*

Much of the work of this period is usually related to the basic social studies program: reading and discussion, writing letters, creative writing, direct instruction in reading for small groups or individuals, drill in correcting language difficulties.

(Usually much of this time in primary grades is devoted to reading.)

12:00 to 1:00 *Noon*

Washing hands, eating lunch (at least 20 minutes), resting, and playing. Vigorous play following lunch is undesirable.

1:00 to 2:30 *Skills*

Arithmetic, handwriting, spelling, and reading.

(The distribution of time for each depends upon the particular needs of the pupils.)

2:30 to 2:50 *Recess—Free Play, etc.*

2:50 to 3:40 *Recreational and Creative Activities*

Music, art, creative poetry, creative writing, etc.

3:40 to 3:50 *Teacher-Pupil Evaluation*

3:50 to 4:00 *Housekeeping*

Getting ready to go home.

Large time-blocks facilitate good teaching

Many teachers have come to believe that the daily schedule should have a limited number of periods, usually from four to six, and that these should be administered very flexibily. Furthermore, the activities which are most closely related may well be scheduled in consecutive periods.

No teacher can give all the upper-grade pupils every history and geography fact contained in the books for those grades. But he can teach certain broad concepts of geography and history, and he can teach the correct use of the tools that will enable pupils to find all the facts they will ever need to know. Techniques of map and chart reading, in-

terpretation of pictures and charts, taking of notes, use of reference books—these are skills that all pupils need. These are skills that contribute to success in high school and college. Instead of five ten-minute periods, with one or two, or even a half dozen, pupils in a class, a fifty-minute period for working together on social studies skills gives time to teach creatively and provide incentives for the pupils' work.

Similarly, a day scheduled in large time-blocks makes it possible for better use of time in the language arts and other fields. Many grades can work together on a project such as a newspaper and get inspiration and help from each other. In health and science eight grades can work on the same project, each contributing at his own level. The study of the housefly is a particularly important health-science project in rural areas and one that lends itself well to study by an entire school. For the first grade the simple formulation of cleanliness rules may be the contribution while the eighth grade may go into a study of the life cycle of insects.

Scheduling in big blocks permits freedom of teaching. One teacher reports that a schedule such as the one shown here enables her to have an effective and creative teaching program:

MORNING	Pupils do individual work in arithmetic, spelling, grammar, reading, handwriting. Use workbooks or worksheets, special projects. Teacher gives individual guidance.
	Play
	Social living period History, geography, science, health. Taught by unit method in groups.
	Noon
AFTERNOON	Classes for primary grades in reading. Classes for those preparing to enter other schools. Classes for any group needing special help.
	Play
	Creative work period. Language, art, music.

By stressing individual work in the skills and group work for language and social living learnings, with a quarter day devoted to grade groups requiring special help, she feels that her pupils have a program comparable to that in any graded school.

. . . when time is flexibly used

Big time-blocks *permit* freedom of teaching; they do not ensure it. For a block schedule may become as circumscribing as the schedule it was to replace; or, if inadequately planned, it may be so haphazard as to leave growth almost to chance. So some general guides are set up, with the children helping to make decisions according to their capabilities. Within each time-block selection and planning of activities and topics is necessary. This is done quickly at the beginning of the period, with teacher and children being sure each group knows what to do and how to proceed.

The teacher, of course, must do some long-term planning in advance, so that the needs of the various groups with work going forward concurrently can be well served. He recognizes, for instance, that fairly long stretches of time are needed to get new learnings under way. Since these cannot be scheduled for many groups on the same day, the schedule is staggered, allotting perhaps 20 minutes or more one day to one group and another day giving the greater time to another group. Thus no more than one group *requires* the teacher's attention at one time. Care is taken, over a week's time, to see that all groups get a fair share of teacher time and attention. Then, too, individual children encounter different kinds of difficulties, so some time is planned when the teacher can give help to individuals as they need it. And, if primary-age children are in the group, they will need daily help. Similar planning goes on with the other blocks of time that make up the school day and the week.

Flexibility in the use of time is achieved in a variety of ways. Reading skills may be worked for, or accuracy in spelling, in areas where the information must be gained through reading -such as social studies or science- or where it is necessary to write down ideas or information. Some teachers feel that alternating units in the so-called "content" fields helps them use time more effectively. One such teacher writes:

I teach in a rural school of 20 or more pupils in the first six grades. I feel that it is impossible to teach all of the various subjects effectively every day. By alternating the units in social studies, science, and health I have had success-

ful results. I feel the children have learned more by working on science for a period of the year and then on social studies, etc. In this way we have more time for the correlated activities. The textbooks in the first six grades correspond quite well according to subject matter. This also helps to combine our interest and learning in our six grades, only on more difficult or enlarged subject concepts in the intermediate grades. I feel my accomplishments are greater and I feel an enthusiastic attitude among my children by using this method.

Sometimes children with extreme needs must be served in a classroom with children of more usual ability levels. In a consolidated school which operates on the 8-4 plan, a group of 10 mentally retarded pupils has received special instruction in the sixth grade where there were 24 other pupils. The 10 retarded ones were referred when they were in the fifth grade. The pupils were all promoted on age to the sixth grade and provision made for new books and reading materials of third- and fourth-grade reading level. The books were all unlabeled as to grade and were selected for science and social studies content. Weekly readers and arithmetic workbooks were also ordered on the appropriate reading and arithmetic grade levels. Provision was made in the daily schedule to include a separate portion of time to be devoted to the teaching of basic reading and arithmetic. The pupils "sit in" in the other classes of the grade and participate as well as they can from listening and from certain activities. If and when a story from one of the special books lends itself or can be used as a reference in history or geography, for example, a report is made by a member of the special group to the regular class group. This particular type of procedure enables the retarded group to still belong to the regular group. Spelling is recommended to be a part of the reading and language activities instead of being taught from a spelling book.

"Groups," not "grade," that children may learn . . .

The effectiveness of the day's work often depends on how the children are grouped for learning. Ways of grouping depend upon individual and group needs for a particular day or a particular activity. Sometimes children interested in the same activities form a committee to read or find out about a special topic or problem or do something with information they have secured. Committees or informal groups are sometimes formed to plan school tasks. Now and then it is helpful to children to be grouped with their special friends for certain kinds of schoolwork. The teacher may find it helpful for children who all need to learn the same new skill -how to do multiplication or division

for the first time—to be taught in one group until individual differences begin to appear.

This kind of grouping for learning is needed in classrooms where children are all of one age group or grade group as well as in multi-graded classrooms. One teacher poses such a problem and gives a partial answer. His problem in this: How can I provide a developmental program in reading, giving due emphasis to vocabulary growth, word analysis, study skills, and the like, when the age and achievement range of the class is such that individual instruction is almost a must although the time element makes it very difficult to administer?

As a partial solution, the class has been divided into groups on the basis of reading abilities rather than grade assignments. The children are progressing according to their ability; however, the teacher is ever aware of the special challenges which his eighth-graders will be meeting in September when they enter high school in another town. He tries as much as possible to apply reading study skills to the science and social studies content.

But grouping takes on a different significance in an extremely small one-teacher school. The problem faced by one such teacher is how to provide an incentive when only one child is in a grade. She solves it by combining groups of pupils in reading as well as in other related subjects. She "hears" Grades III, IV, and V read together, but expects proportionately more from the upper-level child. They may be in the same or separate books especially written for the different levels of ability. The children are grouped according to reading ability, so in six grades, if there were two to a grade, there might be 12 levels of ability, possibly. If a teacher has each child working with a book which he can read, which challenges him without being too difficult, then it is possible for the teacher to hear them all and help all at the same time.

A teacher with a third- and fourth-grade group, and "several levels in each grade," asks how she can have time to teach science daily, as is required. She found it best to combine the more accelerated groups from both grades, the middle groups, and so on. All groups thus formed worked on the same problem but did reading on the appropriate level. A number of individual projects were carried out. Another teacher, faced with a similar situation, carried on the work as a total class project involving both grades, with reading materials at a wide

variety of levels and a broad range of committee, small group, and individual activities. She felt she was less likely in this way to pigeonhole a child as "slow" or "average" and thus not encourage him to grow as much as he might.

Careful planning "gets it all in"

Skillful teachers in all sorts of situations are demonstrating their ability to hold in mind broad goals for children while working with the immediate—the here and now of a particular classroom. They are finding ways of providing real working-together experiences, not just experiences in "correlation of subjects" or sittings-together. One teacher asks, "How may I plan my work so as to give each child the required instruction when I have three grades to teach?" Suggesting an answer, she writes:

One teacher in our system has solved this problem quite effectively by using the unit method of instruction. She first reviews her textbooks and the state course of study for each grade level to discover similarities in subject matter, varying degrees of difficulty of materials, and suggestions for the introduction of new learning experiences.

Her next step is to outline her units to include all important materials which are to be studied during the term. Teaching plans are made subsequently to provide learning experiences for all three grades. This accomplishes the following aims:

1. Student activities are organized and directed toward well-defined goals.
2. Learning experiences are provided for to insure progress for each growth level.
3. Individual differences are provided for.
4. Grade placement gives way to pupil abilities and interests.
5. Both individual and group activities are included.
6. There may be wide variations in teaching methods and study techniques.
7. Supplementary materials and outside resources are utilized.
8. Provision is made for both oral and written expression.
9. Learning experiences are unified.
10. Pupils work at their own rates of speed without the customary comparison to others in the class.

Grouping presents problems

It is much easier to accept the idea of grouping children for science, social studies, or other content subject than it is to put the idea into practice. The problem is stated by supervisors who work with small schools in two different states. One writes:

Our suggested guide for study of the social studies lists geographic areas, economic and political problems of the world for grades four through seven. State law requires that American history be taught in grade eight. Some solution to the problem is of course to combine grades and alternate courses for four and five. Even so, motivation of several important units in one classroom presents a real problem to a teacher who would carry on a program that is other than textbook-centered.

Another writes:

In two-teacher and three-teacher schools the fifth and sixth grades are enrolled in the same room. Can better results be obtained by combining these children for social studies? It seems good from the standpoint of economy of time, but the fifth grade, which has just finished the fourth grade and has been associated with the third grade during the preceeding year, finds it difficult to get the most out of the sixth-grade program.

At the present time our fifth and sixth grades in two-teacher and three-teacher schools are enrolled in the same room and carry on separate social studies programs, except in current events. We have tried to justify this to ourselves and to parents on the basis of maturity and achievement of the pupils. Parents are not dissatisfied with the program. The supervisor tries to evaluate the social studies program for such grouping of children. The trouble seems to lie in the fact that the sixth-grade social studies program is to difficult for fifth-grade children to carry on effectively enough. The sixth-grade program necessitates the use of more texts, references, and resource materials than most fifth-grade children can handle well.

These statements make it clear that a necessary step in enabling small schools to think and work through broad groupings rather than single grades lies in some over-all planning. Some of this can best be done at the state or county level, wherever major course of study patterns are worked out. It is the kind of planning that frees teachers and children from strait-jacket requirements as to *when* certain things should be taught.

Sequence and continuity are individual matters

Earlier in this chapter we pointed out that "The organizing principle for Johnny is— Johnny."[9] We now supplement that section by quoting the discussion, from the article previously cited, of a related topic, "How Sequential is Learning?" It reads:

Another fallacy ("The myth of the average" had been discussed.) still reflected too often in practice, if not in our professions of belief, is the assumption that learning takes place by a steady, one-step-after-another progression upward. Why else would we maintain formal classes for a lone fifth-grader, with other children just a year "ahead" or "behind" him?

[9]See p. 55.

For a generation and more, such terms as "combination and alternation of grades," "integration of subject matter," "correlation," and the like have reflected the effort to reduce the daily load of the teacher in the small elementary school. And some excellent teaching of children has resulted. But, in themselves, these practices have not been enough. Some fundamental adjustments in traditional thinking, leading to more thoroughgoing change in practice, are necessary. These have to do primarily with the extent to which there is a fixed order for learning, and with the organizing principle or focus of learning.

One of the worries of teachers using a two-grade combination-alternation plan is the child who enters the system the "wrong" year. Johnny is such a child. Entering third grade when the third-fourth combination is at its second stage, he zigzags through school in this sequence: grade one-two-four-three-six-five-eight-seven. The three to six hurdle worries teachers most.[10]

It is hoped that the materials in this chapter and in related sections of the Yearbook will help to show *how* this fallacy may be avoided and how the sequence and continuity of learning of individual children can be respected.

There are no patterns for doing so for there is no one "right" method. On the positive side:

> We who teach or who help to foster situations in which others can teach, must strengthen skills of a new order. Our need is, on the one hand, to maintain a firm but growing understanding of the general needs for learning of all children in our society as these are reflected in maturing personalities. At the same time we must know children as individuals and be able to guide their day-to-day learning in the light of those broad needs. Helping children to find and to develop their best selves through individual and group experiences is today's great challenge to teachers.[11]

"Parallel units" are developed in advance

"Social studies units" to serve as general guides to the teacher may be obtained from a number of commercial sources. However, the best sources usually are the county schools office or the state department of education, because such resource units are within the framework of the designated courses. In San Diego and other California counties, curriculum planning committees have prepared resource units. After these units have been tried out in different county schools, they are filed in the county schools office, and are sent to teachers upon request.

Two suggestions for parallel units, worked out by the teachers in a group of small schools in one county, are presented on pages 78-81. Since all grades are working on related topics, the teacher's preparation

[10] Clark, Lois M. *op. cit.*, p. 23.
[11] *Ibid.* p. 23.

is greatly simplified and it becomes possible for group activities to replace single-grade activities as children work at appropriate levels of ability and interest.

We can get it all in

Last spring, when I decided to face up to the problem of finding time for everything, I was saying to myself, "How *can* I get it all in?" but not really thinking it was possible. Now I know that there will always be exciting and interesting things we would like to do for which we won't have time. But we *can* do the important things; of that I am certain. What helped me most, I think, was to get a clearer notion of what really is important for children growing up in this country today, and then to see more clearly the relation of my time and how I used it to the children's use of their time.

You will notice that I said, "*We* can get it all in." That emphasis reflects an important part of what I have learned. I am not the only one to carry the responsibility of this classroom, though I have a unique responsibility from which no one can free me. But there are others in the school system who help in special ways. The parents of these children also carry a responsibility and a concern, as do many others in the community. There are the children themselves—each of them has a very great stake and concern in this matter of growing up to be what he or she could be. And as I work *with* them more, I learn that they like sharing the responsibility; it helps them in growing up, too.

Unit: *Living In the Local Community*

A Parallel Unit for the Multigraded School

Grade I	Grade II	Grade III	Grade IV
Our school and homes	Education, recreation, nature study, and community helpers	How we work together in our community	Living together in our community and other communities
1. What is our school like?	1. What is our community like? Who are our community helpers?	1. How do we work together in our community?	1. How do we live in our community? Compare it with other communities.
2. How are our school and homes made?	2. How is our school built and kept clean? Our homes?	2. How can we make our community better?	2. How can we improve our community?
3. What do we do at school?	3. How do we have fun in our community?	3. How do we work together to help others?	3. How are other communities like ours?
4. How can we make our school and home prettier?	4. How do plants and animals help us?	4. How do our water and soil help us?	4. How can we use our water and soil wisely?
5. How do we grow strong?	5. What helps us grow strong? Who are the health helpers?	5. How do we keep well, happy, and safe in our community?	5. How do we keep well, happy, and safe in our community and others?
6. How can we be helpful?	6. How can we be good citizens?	6. How should good citizens act?	6. How can we be good citizens?

Grade V	Grade VI	Grade VII	Grade VIII
Effects of science upon people in our community	What our neighbors have contributed to ou way of living	How industrialization has changed our way of living	How living in a modern world requires cooperation
1. How did early people live in our community?	1. How did early settlers live in ate?	1. How has the story of the past helped or caused us problems today?	1. How can knowing the story of our town help us improve it?
2. How have science and invention changed our living?	2. How have science and invention helped people in other lands to get a better living?	2. How have countries of the world exchanged ideas of good living?	2. How has the development of technology influenced our state, nation, and world?
3. What changes have come about through science and invention in home and community?	3. How have people in our neighboring countries made contributions to better living?	3. What factors have affected various industries?	3. What state and national laws affect life in our community?
4. How has science changed our ways to conserve our soil and water?	4. How do our neighbors conserve water and soil?	4. How has industry of the world affected natural resources?	4. What governmental services help us live wisely and conserve natural resources?
5. How have science and invention helped us keep safe and well?	5. How do our neighbors keep well and strong? How have they improved since early days? Why?	5. How has industry affected man's health, safety, and recreation?	5. How is cooperation necessary for healthful and safe living?
6. What does it mean to be a good citizen?	6. How are we protected by laws today? How are our neighbors protected?	6. How can one be a good citizen of the community, state, and nation?	6. How can one be a good citizen of the community, state, and nation?

Unit: *How Man Satisfies His Need for Food*

A Parallel Unit for the Multigraded School

Grade I	Grade II	Grade III	Grade IV
What foods do we get from farms?	Who are the men that help feed us?	How do we get our food?	How do different types of communities produce their food?
1. How does the farmer help us get food?	1. What people in the community help us get food?	1. What foods do we get from our ranches? farms? forests?	1. How does our community get food? How do other communities get food?
2. What kinds of foods does the farmer raise?	2. How do the stores get foods we need?	2. How are different foods transported? Who helps?	2. How does our community get its food? How do other communities get food?
3. How can we keep our food clean?	3. How can we keep our food clean? Who helps us?	3. What persons in our community help us take care of our food?	3. How is food cared for in our community and other communities?
4. What foods make us strong?	4. What foods make us strong and keep us well?	4. What foods should we eat to keep us well and strong?	4. What food should we eat every day to keep well and strong?
5. Why should we take care of water?	5. Who helps us take care of our soil and water?	5. Who helps to conserve soil and water in our community?	5. How does our community take care of its soil and water? Contrast with other communities.

Grade V	Grade VI	Grade VII	Grade VIII
How do different sections in the United States help us get food?	How do we depend on our neighbors and on other countries of the world for food?	How does the industrial world work to feed its people?	How is our democratic way of life in a world community related to food?
1. What sections in the United States raise foods we need?	1. What food do our neighbors, and other countries, contribute to our diet?	1. What factors contribute to the production of our different foods?	1. How does the world work together to feed its people?
2. How have science and invention changed our methods of transporting foods?	2. How do people of our neighboring, and other countries, exchange foods?	2. How does transportation play a part in our food and diets?	2. What laws regulate the distribution of our food?
3. How have science and inventions made it possible to care for our foods better today?	3. How do our neighbors care for their food?	3. What industries throughout the world contribute to the care and handling of food?	3. What laws regulate the care of food and its handling?
4. How has science increased our knowledge of eating to keep well?	4. How do people in neighboring countries eat to keep well and strong?	4. How can eating the proper foods improve our appearance and personalities?	4. How can eating a properly balanced diet improve our personalities and appearances?
5. How can we preserve our soil so it will produce food with needed vitamins?	5. How can we preserve our soil so it will produce food with the needed vitamins?	5. How have conservation and care of our food affected our ways of living? Our health?	5. How has our great ability to produce food given us responsibilities to the world?

CHAPTER 5

We Have the Best Climate!

SCHOOLS are places in which children are to grow and develop. Growth takes place best where there is tender care, but not overprotection; where there is the right nourishment, but not overfeeding; where, in fact, the climate is right.

When is climate good?

It depends, as so many other things do, on what you want to accomplish. The ski enthusiast wants a climate which is conducive to heavy snowfall. The orange grower wants a climate that is frost-free. The cotton grower, too, wants a long growing season. The dairy farmer wants a moist climate where grass will grow abundantly. Chambers of Commerce boast that their states or cities have "the best climate." When teachers think about the climate of their classrooms and schools there is more general agreement on what the elements of good climate are, although they may differ widely in their efforts to achieve that climate. Teachers want a climate that is pleasant and invigorating; where each pupil can develop in his own way and at his own speed until he has achieved maximum growth. What are the characteristics of such a climate?

Warmth Children and flowers blossom where the climate is warm. Friendliness, companionship, belonging, these are elements in the classroom that help children to become confident, secure, and constructive in their relationships.

Stability An even temperature is conducive to steady growth. When the wind blows hot one day and cold the next we rebel at the weather. The classroom that is indulgent one day and stern the next produces dissatisfactions and confusion.

Clara E. Cockerille, Assistant Superintendent, Armstrong County, Kittanning, Pennsylvania, prepared the original draft of Chapter 5.

Understanding— Mercy, that quality referred to in Shakespeare as the "dew that droppeth from Heaven," comes from an understanding of people. In a classroom such understanding, which tempers justice with mercy, brings to the pupils that which is needed as they meet the tasks of learning and growing.

Creativeness— Winds of creative activity in the classroom prevent the doldrums into which a group is certain to fall when everything is cut and dried routine, and book, pencil, and paper learning. Creativeness brings stimulation to productive growth.

Permissiveness— "Frost-free" might well be the weather term that describes the classroom where children are permitted to make choices, to develop responsibility, to grow into self-disciplined people.

These are the big elements of classroom climate. These are conditions necessary for growth in learning and development. We who teach in schools in small communities believe that, in the places where we teach, we can have a good school climate. The tensions and pressures of the tempo of life so often found in large cities are not at hand to bring a disturbing note to our schools. The anonymous life of the big city is not ours. The problem of gangs seldom invades our schools. Do we then have a good climate? Let us ask ourselves some questions. Let us score ourselves *5* if the statement describes a situation in which our school excels, *4* if our school is good, *3* if average, *2* if weak, and *1* if the situation does not exist.

1. There is evident happiness in the school.
2. The pupils are courteous to each other.
3. The pupils respect the rights and property of others, in school and in the neighborhood.
4. The pupils and teachers plan together for activities in the school.
5. The pupils and teachers work together to keep the school neat, clean, and attractive.
6. There are few pressures or tensions in the school.
7. The routines of the school are cooperatively planned and carried out.
8. The achievements of all are recognized.
9. Every pupil and every adult in the school is important.
10. There are opportunities for a variety of kinds of expression.

If our score is 40 or 50 we can just turn back and read the title of this chapter and exclaim, "That's me." But if the score is lower, please

keep right on reading, because contrary to the oft repeated "Everyone talks about the weather, but nobody does anything about it," we want to think about how we can develop a good climate in our classroom if we don't have it now, and how we can work with our fellow teachers so that our school can have it, too.

Friendliness promotes security in the classroom

Friendliness in the schoolroom begins at the door. Look with critical eyes at the entrance to your school. Does it say "Welcome"? What is the first thing that happens to the children when they come to school in the morning? Is it a friendly experience? These are some things that teachers have done and are doing to set a friendly climate:

In a two-room school Mr. Melvin teaches the three upper grades. Each morning he is at the door and greets the children as they enter, sometimes shaking hands. In September the children's handshakes may be limp, and frequently accompanied by giggles and averted eyes. But in a month, what a difference! The pupils have learned to shake hands, to look at the teacher in a straightforward manner, and to have a pleasant word of greeting. When other teachers ask Mr. Melvin if this doesn't take too much time he says, "It really saves time, because it makes me concentrate on each child as an individual and that gets the day off to a good start."

The Sylvan School is a six-room modern elementary school in the open country. Each spring the upper-grade children plant zinnia seeds on both sides of the path leading up to the school. Children who live near the school care for the plants during the summer. When school opens, the gay colors of the flowers are a welcome to the pupils as they leave the school bus.

Everyone agrees that the sound of one's own name is sweet music. One fourth-grade teacher believes that a group can't be really friendly unless they know each other's name; consequently, in September she concentrates on helping all the children learn the names of everyone in the room. For the first week of school she may call the roll in good old-fashioned style, each pupil standing as his name is called so that he is readily identified. The next week, at the opening of school, a pupil is asked to name each classmate, or as many as he can name. This is repeated each day until everyone has had the opportunity to "call roll without the roll book." Then they learn to spell each other's names;

added to the weekly spelling list is the name of a pupil, and it is part of the lesson.

An effective way to acquaint parents with the school is to place the teacher's name and grade on the door of each classroom. Also, a directory in the hall is a useful form of friendliness. We ask parents to visit school and sometimes they come calling only to find a series of closed doors. Even six closed doors are baffling when you don't know which one is the door to Johnny's room and teacher. A neatly printed directory of teachers' names, with the grades they teach and the location of the rooms, is a friendly sign in the community school. If there is a custodian, include his name too, for he is part of the school family.

Children grow in friendliness as we afford opportunities in which they can practice friendliness. If ours is a graded school we will want to plan for activities which will help the six-year-olds meet the eleven-year-olds and the eight-year-olds. Older pupils can invite younger groups for storytelling parties; first-graders can invite third-graders for a game party. The whole school can join in a sing or folk dance festival. A graded school especially needs to work on developing good intergroup friendships.

Children need to have opportunities to become friendly with adults. Teachers who are alert to make opportunities for adults to come into the classroom and participate in activities with the children, can help children learn to be at ease among adults. Last spring I visited a school with just such a teacher. I arrived when the group, in a one-room school, was involved in making papier-mâché rabbits with all the clutter that accompanies such activity. When the rabbits were completed, the group went into the cleanup stage. One seven-year-old came to me, broom in hand, and said, "Wouldn't you like to have a broom and help sweep?" What a delightful school climate of real friendliness!

One of the things that friends enjoy most is just talking. "Talking time" is important when we try to develop friendliness in the school. Not the "Who wants to tell what he did on his vacation?" kind of talking, but the talking in small conversation groups that is part of every friendship. You ask, "How can you allow that and not have children talking all the time?" A teacher of a second grade does it this way. In the front of her room is a large cardboard, red on one side, green on the other. When the green side shows, the pupils know that they may talk together. If the talking becomes too loud, or when the teacher wants the attention of the entire group, or when a work activity

is best done without conversation, the red side is turned to the class. The idea works with older children too, she reports.

Sometimes the newcomers who move to small communities fail to find the welcome and friendship they expect. New pupils can be lost in a one-room school as well as in a thirty-six room school. "What will we do if new boys and girls move into our school next year?" is a question which is discussed early in the term in one small town school. The children plan where the new pupil should be seated, what they will do if all the seats are filled, who will show him where the class is working in the textbooks, who will see that he gets to play with the group at recess, and whose mother will invite his mother to come to PTA. When a new pupil comes, the group is ready and anxious to greet him; and to that child his new school gives friendliness.

Every child needs to "belong"

To be a part of a group and yet not to belong to the group is an unpleasant experience for adults. For a child it is a devastating experience and one that, in some schools, occurs all too frequently. Not belonging may result from many things, some seemingly trivial, as in the case of Billy who had moved in the spring from a city home to a farm and had entered a one-room school. One recess the supervisor entered the school and found Billy working his arithmetic while the rest of the school was playing baseball. Questioning by the supervisor brought no more than the reply that he "didn't like to play with those kids." When the supervisor talked to the teacher she learned this was Billy's regular pattern of conduct. When the rest played he stayed indoors. In response to the supervisor's questions the teacher said that she thought the fact that Billy came to school "dressed up," rather than in jeans as the other children did, might be a part of the problem. With the supervisor's encouragement the teacher called at Billy's home and suggested that he might enjoy school more if he were dressed similarly to the other boys. Sure enough, the day Billy appeared in jeans he was one of the first out on the playground. A teacher's observant eye and a pair of blue jeans made Billy belong.

Virginia and Angela's failure to belong came from more serious causes. Average for first grade and far from ready to read, the girls were timid, afraid, and insecure in school. They did not play or take part in any school activities. The teacher sensed that these girls needed to feel that they could do something that was acceptable. She con-

centrated on teaching them individually to read labels on objects and pictures. Together she and the girls wrote charts using words that they could read. When visitors came, the girls were asked to read. Little by little confidence was developed and before long they joined in the games, music, and art activities. Reading came slowly but surely as the girls were accepted as important members of the class.

Variations in reading abilities are frequently the cause of certain pupils' being separated from the group. To use time efficiently, teachers have used ability grouping. While this grouping may facilitate the teaching of reading, it has not always helped in developing a good feeling of belonging. Thoughtful teachers today are using a variety of ways of grouping. Ability grouping may be used sometimes. At other times pupils may come together in interest groups to read about subjects that are of common interest, or they may be grouped socially, the various children being asked to name six or eight others with whom they would like to read. Some days each child might work on an individual project. For other types of reading the whole class might work as a unit. Groups that are composed of varied combinations of pupils help the pupils to feel secure in the classroom. Groupings that are rigid divisions of "cans" and "cannots" may contribute to insecurity.

Undue emphasis on so-called competition may make a pupil feel apart from the group, rather than stimulate him to do his best. The term "so-called competition" is used because one of the rules of true competition is that the competitors shall be fairly matched. Much of our school competition is far from evenly matched. When we insist that Tom (mental age of 7 years) can read just as well as Jack (mental age of 9 years, 5 months) if he would just try, and assign them each a third reader to read from, we are not providing real competition. Some people insist that schools are "soft" when they no longer stress competition as expressed in honor rolls, medals, prizes, rows of stars on posters, and similar types of motivators. Yet those same people recognize the need for matching equals in weight for boxing, schools of approximately equal size for football and basketball, and horses of equal age for racing. Teachers need to be discriminating in the use of competition, using group competition only in those areas in which the children are approximately equal, and using ingenuity to develop "beat your own record" competition where wide variations in learning ability occur.

Differences in color, in size, or in family circumstances may cause children to feel separated from their classmates. Use of informal socio-

grams is helping many teachers to discover the pupils who have indications of not being a real part of the class group.[1] In a school where the climate is truly best, the teacher is constantly alert to such danger signals of insecurity as aggressiveness, unfriendliness, timidity, withdrawal, or bullying and tries with all his skill to bring the insecure child into the inner circle of the room. In recent years there have been many books that afford help to the teacher in this area of school living. *When Teachers Face Themselves* by Jersild, *Human Relations in Teaching*, by Lane and Beauchamp, *Emotional Problems of Children* by Joseph and Zern, and *A Child Development Point of View* by Hymes have been found helpful by many teachers.

Physical attractiveness aids psychological climate

The climate of the school is influenced by many things. Psychological factors are of great importance. The same is true of physical factors. Attractiveness of school building and grounds may do much to set the stage for the kind of interaction that will go on within.

Developing a physically attractive school and grounds was a concern of one Santa Clara County school in California. The school trustees supported the improvements suggested by the head teacher, but there was no money to pay for the materials and work.

Armed with the board of trustee's approval, the head teacher called an organizational meeting of the community. At this meeting the teachers pointed out that the main purpose for this proposed civic group was to foster better school conditions for the children of the community. The Valley Community Club was organized and soon went into action. Within three weeks they had drawn up bylaws and elected officers, and had solicited the community for well over $200. When the majority of the men and women of the community, armed with paint, brushes, plaster, tools, and much civic pride, worked on holidays and in spare time, the delapidated old school building and grounds were transformed into a livable place. Jealousy, neglect, bigotry, and false pride gave way to civic pride. The school was painted inside and out, old cracks and holes were repaired, and, best of all, old grievances and hurts were eased and erased.

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[1] For a discussion of use of sociograms, see Burton, William H. *The Guidance of Learning Activities*. Second edition. New York: Appleton-Century-Crofts, 1944. p. 258-63, or Brookover, Wilbur B. *A Sociology of Education*. (Section on "The Student Social Structure in the School.") New York: American Book Co., 1955. p. 204-28.

In a school in Arizona the children and teachers, as part of a civics lesson, discussed how they could make the school look more attractive, safe, and livable. The children made charts of things they believed should be improved. In addition the state school-building consultant was invited to meet with the school trustees, teachers, and lay people of the community and to make recommendations to them on how to improve the school. After a careful evaluation, the consultant gave each person present a list of things that needed immediate attention, others that needed repair in the near future, and still others that should be changed within a couple of years.

The needs were discussed by the group and procedures for improvement were enthusiastically planned by every person present. But where was the money to proceed with such a program? Mr. Jones, the merchant, finally volunteered to get everything needed at wholesale price; other members signed up to paint; still others signed to take care of the outside and clear up the hazards. In fact, Mr. Baxter's committee cleaned up the grounds, filled in the pit, made a parking space for cars, raked up broken glass and sharp rocks, and even leveled part of the playground. Mr. Wade's committee painted the building inside and out. Mr. Zeeman and his committee installed inside toilets while Mr. Taylor's committee put in the electric lights. The safety committee cleared up all hazards, both inside the building and on the playground.

The materials for repairs and new fixtures had cost this eight-room school less than $1200. The school had gone through a fairy-tale transformation, emerging as a beautiful, clean, and safe place in which children could live and learn. More than that, a new interest was created in the school. That spirit was continued, for a new furnace has been installed this past year, much new science equipment has been purchased, a new library with a part-time librarian has been added, and the floors have been covered with linoleum blocks.

Classroom arrangements promote participation

Straight rows of seats facing the front of the room tend to promote highly individualized activities or a simple type of teacher to pupil to teacher interaction. What kind of classroom arrangements would provide opportunities for more cooperative interaction, incentives to creativity, challenges to the investigation of new areas or further cultivation of the old? One teacher from a classroom "which includes Grades

I, II, III, and IV and where room space is very limited" has planned her school room as a workshop with these work centers:

A library—	to provide books and a place for leisure or directed reading
A science nook—	to provide a place to experiment, to watch, to display
An art shelf—	to make accessible art materials such as paints, clay, paper, crayons, and scissors
A conference corner—	to provide a place to consult or to plan with committees of pupils
An arithmetic corner	to make accessible concrete objects to clarify new learnings; devices for drill such as flash cards, games, and buzzboards
A play center	to provide recreational materials: games, puzzles, blocks, toys
A chalkboard	to convey information (assignments or announcements); to provide a place for individual study, sharing of group work
A bulletin board—	to display products of classwork; to arouse interest, to share ideas
A flannelboard —	to demonstrate, to dramatize with pictures.

Certainly, the modern movable furniture provided in many classrooms and the flexibility of seating arrangements possible in many schools contribute to group interaction and to an atmosphere conducive to creative learning.

Stability can come through cooperative planning

Mary Jane was a new child in a second-grade room which had just been redecorated. The walls were light and cheerful, the furniture was new and of course movable. There were fascinating toys in the toy corner and an aquarium with shiny gold fish. Mary Jane had been in the room three days. On the fourth day, during the time when the teacher and the class talked over the plans for the day, Mary Jane asked, "When are we going to make this place look like a school?"

Stability in school was once achieved through rigidity—rows of seats fastened down; teacher's desk in the exact center of the front of the room; a "licking" if you disobeyed the rules; nonpromotion if you hadn't covered all the work; raised hands to request permission to go to the toilet, get a drink of water, or sharpen a pencil; lines marching in

and out of a building. Parents and other citizen groups are apparently as puzzled as Mary Jane when they see a modern school. They see the old rigidities gone, and many times we have failed to show them the new meaning of stability in our classrooms today.

Children like rules—elementary children revel in games with many rules. To observe this, listen to children play, or read the rules that they make up for their own clubs. Children enjoy an orderliness and pattern to their living when it is of their own making. Teachers today are using that natural interest of pupils as the basis for classroom management. Pupils and teachers plan the routines that are necessary for a smoothly operating classroom. Each grade plans according to the ability of the pupils and it is shared planning. It may be as simple, in Grade I, as deciding what game shall be played at recess and who shall start the game. In middle grades it may be deciding when a pencil may be sharpened, and how the group shall take turns to use the playground equipment. In upper grades it may include every feature of classroom procedure, including the planning of the day's schedule so that the day's work will proceed smoothly even though the teaching principal is called from the room many times during the school day.

In all instances the planning is cooperative. Not teacher-made nor pupil-made, but teacher-pupil planned, with both teacher and pupil learning to give and take in order that an agreeable conclusion is reached.

Teacher-pupil planned routines are understood by everyone concerned. Violations of the agreed-upon rules are not daring assaults upon "teachers"—they are insults to the group. Rule breakers are seldom heroes.

Procedures agreed upon by the group are a curb on teachers' all too human tendency to be overindulgent when we feel fine and to be extra strict when we have headaches.

Pupils in today's good schools have stability in their school life not because the seats are always in straight rows, nor because arithmetic is always taught at the same time—their security comes from their knowledge that school routines are reasonable and clearly understood, and that they have had a share in planning them.

A good climate promotes creativity

In what kind of a classroom do children do creative work? A group of teachers whose classrooms had received statewide recognition for

creative work were asked for their opinions. "In a beautiful classroom," said one, "or at least in a classroom with some beauty in it. There should be vases instead of milk bottles for flowers, plants in attractive containers rather than tin cans. Old faded pictures replaced by children's drawings or colorful prints, clean American flags, carefully arranged bulletin boards. All such things make a difference."

Another teacher said "Children are creative in a classroom which has living things. An aquarium and a terrarium, well-cared-for plants, perhaps some pets for brief periods—these are needed, for creative work requires life."

A third said, "In a classroom which has lots and lots of books. Wide and varied reading is necessary for creative writing and thinking. You can't have much really creative work in a room where there isn't a variety of books."

"In an unhurried classroom," was the contribution of the fourth teacher. "Creative work can t be hurried. You can't have 10- or 20-minute classes and get the pupils to do creative work. Large-block scheduling or alternate-day scheduling of some subjects are plans used by teachers who want to foster creative writing and art and creative thinking."

"And a willingness on the part of the teacher for things and people to be different," we can add to their comments. When the teacher places a high value on conformity, creativeness takes second place in the classroom. Someone has said, "Show a child one thing and he will copy it. Show him two and he will choose between them. Show him three and he will create one for himself." As teachers, we must be less ready to show how and more ready to find out; less eager for answers couched in our own words and more anxious for answers that are the pupils' own words; less quick to praise the mechanically perfect, more willing to accept the original project.

Children need to work on their own problems—with help

"Does the permissive classroom I have been hearing about mean that you permit the children to do just whatever they want to?" asked a teacher who was returning to the classroom after having been away from teaching for 15 years. "They talked about permissive classrooms at summer school but I was never sure just what they meant."

Certainly it is not a free-for-all classroom, or an undisciplined classroom, but it is a classroom where children are free to work out solu-

tions to their own problems under sympathetic guidance, where they assume responsibility for their conduct and actions, and where they are growing in responsibility.

How do such classrooms come about? Not by accident, nor without hard work. Problem-solving, responsibility, and self-discipline must be taught and teaching them requires all the teaching skills needed to teach any difficult subject.

A sixth grade in a school in a small coal mining town had more than its share of problems. Unemployment, working mothers, lack of recreational facilities all were reflected in the attitude and actions of the girls and boys in the classroom and in the community.

One day a girl asked the teacher a question. The teacher said, "Are other girls thinking about that, too? Would they like to talk about it?" The student replied that she thought they would. That was the start of "The Problems Box." The class agreed that once each week the language and health periods would be used to discuss their own problems. When problems were written they were to be marked "For the Class To Discuss," "For a Conference with the Teacher," or "For a Conference with the Nurse." Those problems marked for class discussion were freely discussed and reasonable plans of action were decided upon. Questions ranged from "What should you do when boys whistle at you?" to "My mother makes me go to Sunday School and I don't want to. Should I have to go to Sunday School?" Questions marked for conferences with the nurse or teacher resulted in announcements such as these: "Mrs. Shane will meet the girl or girls who wrote her the questions on Thursday at noon in the office." Or "Mrs. Merrill will discuss the question addressed to her after school on Wednesday."

The pupils made real progress both in learning to ask thoughtful questions and in working out solutions to their own problems.

The fifth-grade class in Mr. Tiffany's room begins the school year without a single rule. He says to the class, "We will live together without rules until we find out what rules we need and why we need them." It isn't very long until the need arises. Someone may say, "There are too many kids in the cloakroom. They knock the coats on the floor." Then the class decides on what their procedure will be for getting wraps and they formulate their rule and reason. "We will go to the cloakroom one row at a time because the cloakroom is so small; if too many children go at one time, the coats are thrown on the floor."

Each rule in the classroom becomes a reasonable regulation, with meaning. The pupils learn to think about their conduct and the consequences. This is an essential ingredient of self-discipline.

Handling milk money, lunch tickets, or Savings Stamps, and related activities can be a burden on already overworked teachers. Or they can be the means of teaching children to assume responsibility. A small school has written as a part of its philosophy, "Since we want to teach children to use arithmetic in life situations, all situations involving students and money will be handled by students." A team from Grade V comes into each room to sell lunch tickets. Another team, from Grade VI, sells Savings Stamps at the noon hour. No teacher handles the money or tickets. The teams make out the reports which are checked by the class as a part of their arithmetic work.

Opportunities to grow emotionally and socially, and to grow in service and responsibility are abundant in the permissive classroom.

Even a good climate has storm centers

Just as the calm Pacific has its typhoons and the Atlantic its annual hurricanes, so teaching in the small community school has its storm center—the school bus. That the school bus is one of the factors of the climate of the school cannot be denied. What to do about it is not simple to state. At one of the great metropolitan universities the problem of school buses came up in a graduate seminar. The professor of the seminar said, "I can't say much about buses and schools for I've never been in a situation where school buses were used." One of the students in the class said, "You haven't lived, Professor." Whereupon an elementary teacher added, "And you haven't died either." To many teachers the school bus problems seem, at times, to loom as large as life and death.

Certainly we cannot eliminate the school bus. Each year it seems that more and more children are transported to school. As school districts reorganize, more children need to be transported to the consolidated schools. Each year an increasing volume of traffic makes even short walks to school hazardous. Our problem is to recognize the necessity for doing more than to complain about the bus schedule.

School no longer begins at the front door of many schools. It begins some time before and several miles away when the children enter the school bus. School is not over when the last child leaves the building.

It is over when he leaves the bus. The bus is an extension of the classroom. If the bus trips are pleasant, relaxed, and reasonably quiet, they help the children adjust quickly to their school tasks. If they are disagreeable, quarrelsome, and noisy, those qua ities are carried into the day's work. What happens on the bus is impc·tant.

But can we do anything about it? One rural school thought so, and early in the term the teachers and the bus drivers met to become acquainted, to discuss mutual problems, and to pave the way for other such meetings later in the term, as the need arose. The school recognized that bus drivers are faculty members, too.

Another principal of a consolidated school thought that there would be a more sympathetic understanding of the bus problem if the teachers had ridden the bus routes. Before school began the teachers met at the school and rode in school buses over all the roads that the school buses would travel. In winter, when roads were icy, the teachers understood why the buses were not always on schedule.

The School Bus Patrol is being used in many schools and like its companion, The School Patrol, has given fine service. The responsibility assumed by the bus patrol and the cooperation given by the children to the officers they have elected has made this one of the outstanding opportunities for growth in self-discipline.

A place on the report card to record bus conduct has been tried in some schools. The statement reads, "Jack's conduct on the bus has been..... (helpful, annoying)."

The Good Bus Rider is the title of a booklet prepared by the pupils and teachers of one school. The booklet was illustrated with children's drawings and reproduced on the school duplicator.

The school's scheduling problem is sharply affected by the scheduling of the school bus. In some schools the first bus loads arrive as much as an hour before the last pupils arrive. Often, some children must wait long after the others have left. To ask every teacher to come early and stay late as well as take care of the bus children at noon is asking a great deal. In many places the teachers are taking turns in coming early or staying late, and in supervising lunch. In a four-room building a teacher would serve in the supervisory capacity one week in four. The problem is also of what the children may do. A movie projector and a filmstrip machine can be used to good advantage. A good supply of table games is a help for rainy weather. Radio and

television, if available, can be used to help the children use the time constructively.

Parents are as much aware of the problems of bus children as teachers if not more so. Parent-teacher associations are likely to be most cooperative in helping the school plan for materials to use with those children who, by virtue of bus schedules, must be at school early and stay late.

The one-room school can have a superior climate

The one-room school continues to be the chief educational institution in many small communities. Teaching in the one-room school requires skill today that was not demanded of the teacher 25 years ago. It is not enough today that the teacher keep good order and prepare the oldest pupils for entrance into high school. Parents expect and teachers want to provide the best possible education for the boys and girls.

There are some valuable assets in a one-room school. It is a school in which a sense of belonging usually comes easily. The young pupils are with their older brothers and sisters. At noon and recess the whole school enjoys recreation together. Only rarely, perhaps when a new child moves into the school community from a very different neighborhood, is there any problem about having the group feel comfortable and secure together.

Friendliness is evident in most one-room schools. The teacher-pupil relationship existing, often through many grades, becomes a friendly relationship. The older girls and boys assume an attitude toward the beginners that is almost parent-like. It is relatively easy to develop a family friendliness.

As the opportunities in the one-room school for children of many ages to work together cooperatively and creatively on broad problems of living and learning become valued and are implemented, the climate in such schoolrooms becomes superior. To bring such creative teaching into the one-room school may require re-evaluation of the program and a re-thinking of the daily schedule.[2]

Climate reflects the understanding mind and heart

There are reasons why geographical climate is different in various parts of the world. There are reasons why the climate of schools differ.

[2] See Chapter 4 for a discussion of scheduling.

Differences related to location or type of community, differences arising out of administrative policy---these contribute to differences in the atmosphere for growth in classrooms. Principally, however, the climate reflects the extent to which the teacher has cultivated an understanding mind and heart.

The teacher who has knowledge of group dynamics, who is willing to find out about the ways that people work together in groups, can possess an understanding that will be reflected in the classroom.

Knowing how to work with fellow teachers and how to talk and work with parent groups, realizing his place as a group member in the community---these qualities help to determine the kind of climate that will prevail in a teacher's classroom. The frustrated teacher, ill at ease with community members, afraid of parents, at swords' points with fellow teachers, and cowering at administration, can bring little value to children, however well he may know his textbook.

So many teachers know less about the growth and development of children than they do about the teaching of phonics or grammar or arithmetic. We need to keep up to date with the latest findings and writings in the field of child development. We need to sharpen our techniques for studying individual pupils. Until we see the group in our classroom as individuals, we cannot plan for the learning experiences that will help them grow.

The understanding of children everywhere is essential if we are to have the best climate in our classrooms. Today we are teaching Henry in this small community; in a very few years Henry will be working with Jerry from the city, Pedro from Mexico, Pierre from France. The appreciation of all people is learned in the classroom from teachers whose understanding hearts reach out to people beyond their own communities.

Creative imagination is helpful in gaining understanding of children and the world they live in. As Christopher Fry wrote in his play, *The Dark Is Light Enough,* "It's very useful to have been a child." It's doubly useful for a teacher "to have been a child," and to remember.

How can we summarize this school climate that we want for our classroom? Perhaps not better than did the Brothers Grimm in the

story of *Goldilocks*. For each child, whether in a small community or large, we are dedicated to providing a schoolroom where he finds:

An atmosphere	A learning task
Not too hot	Not too hard
Not too cold	Not too soft
But Just Right.	But Just Right.

Achievement goals

Not too high
Not too low
But Just Right.

CHAPTER 6

Where Can I Get Materials and Resources?

CHILDREN these days can certainly keep a teacher busy. Of course they always could, but I'm thinking of the need to have available, or know where to secure, an almost unlimited supply of resources—human, natural, and material. Without such materials I cannot hope to keep pace with the eager minds and expanding interests of a roomful of youngsters.

Most of my teaching has been in schools in the open country and all of it in small communities. Usually distance, lack of easy transportation, and insufficient information concerning possible sources have combined to make it difficult to secure the materials I've needed. In such situations teachers learn to be exceedingly resourceful. We are forever asking where we can get the materials and resources we need for this or that.

Community resources abound in rural areas

Most small communities and rural areas have an abundance of good community resources fairly accessible to the classroom teacher and her pupils. In a statement on "What Rural Teaching Means to Me," Marie Powell, 1955 Rural Teacher of the Year from Frichton, Indiana, said:

> Having lived in a rural area all my life, I would say that teaching in that area means reliving, in the schoolroom, the things that are a part of our everyday life. It means utilizing our natural resources and correlating them with the teaching of the Three R's. It means guiding the thinking of the pupils so that they know they are a vital part of their home, their church, and their community. It means doing incidental teaching as the need arises.

Dorothy I. Dixon, Assistant Superintendent, McDonough County Schools, Macomb, Illinois, prepared the original draft of Chapter 6.

p. 100 photo

. . . I am a first-grade teacher and I get many suggestions from the boys and girls about things they would like to do.

In our social studies class this past year, we were talking about making butter. We could have gone to one of our modern rural dairies and seen it made but that was not what they wanted. They wanted to make it themselves. So they brought the cream, I took the jar, and they made butter.

This led to something which I had not anticipated. They wanted to make cornmeal muffins so they could eat the butter. The next day they brought the necessary ingredients and they beat the eggs, measured, and mixed at our work table. They baked the muffins in the home economics room. Then we had a party. It was a different party but a much appreciated one.[1]

Science laboratories are near at hand

In rural areas, even more than in most suburban and city school systems, teachers and pupils have but to step outside the door to find themselves in one of the finest science laboratories which any instructor could desire. An early trip around the school grounds and/or their immediate vicinity, in the fall of the year, can lead to the planning and marking of a nature trail and the identification of the plants, shrubs, trees, and wild life found there. This challenges the students to read for information on every grade level and in a variety of materials. Boys and girls soon feel a need to read textbooks, library books, magazines, newspapers, and encyclopedias. They discover parents and interested people in the community who are capable and willing to help them identify birds' nests, animal tracks, trees, and shrubs native to their locality. This sharing of information is one means of establishing a closer bond between the school and the community—and at the same time making use of the vital human resources available there.

Another Rural Teacher of the Year, Dwight Brink of Watervliet, Michigan, in his statement on "What Rural Teaching Means to Me" said:

The rural teacher has nature's laboratory at his doorstep. We can arrange trips to the woods, to ponds, gravel pits, and conservation projects. To understand the way people live, we can observe voting procedure at the township hall, visit a farm processing plant, and then to broaden our understandings our parents cooperate in getting the children to the nearby city, to the fire department, radio station, and even to the 'Y' for swimming. Nearly every year we visit some of Chicago's great places of interest. These activities bring meaning

[1]Statement made at a meeting of the Department of Rural Education in Chicago, July 7, 1955.

to learning and help me see the child in a new environment outside the classroom.[2]

Resource people come to school

If transportation facilities are inadequate or not available or the group too large to be transported with limited financial support, it is quite possible to invite resource people to come to school and talk with the children. Preparations for such an occasion have almost unlimited possibilities. Children can use all of the material available to them to make as much advance preparation as is possible. Either preceding or following the visit by a community person, depending upon the organization of the curriculum unit or project, they may write to outside sources for additional materials to supplement their own supply. Writing invitations to guest speakers and "thank you" notes following their appearance provides practical opportunities for the children to improve their skill in writing letters.

Resources outside the community are used

In planning a way to help her pupils have an enriching experience which local rural resources did not make possible, one fourth-grade teacher planned as follows:

> Twenty-eight of my fourth-grade class, which consists of 40 pupils, had never been on a train and only five had ever been to a museum. It seemed desirable to help this group have such experiences.
>
> First, I went to the depot and made the necessary arrangements for the train trip to St. Petersburg, which is about 35 miles from our school. We are very fortunate that our county provides a bus for our field trips, so I made arrangements for a bus to meet us at the St. Petersburg depot. When we made the trip the children were shown the Pullman and diner. When we left the train depot, we took the children to the St. Petersburg Million Dollar Pier where they ate their bag lunches and visited the television station. After lunch we visited the St. Petersburg Museum which was very interesting as well as educational. The school bus brought us back to our school in time for the children to ride their buses home as usual.

If this type of experience is not practical--or for some particular reason, not desirable--many motion pictures are now available to any classroom which has projection equipment. Actual scenes from the museum, from various industries, or depicting life in all parts of the

[2] *Ibid.*

world are thus brought to the classroom and serve vicariously to enrich the learnings already achieved from library and textbook sources.[3]

Parents' viewpoints are broadened

In some communities there may be parents who feel that text information is enough for the classroom study, and that it is unnecessary to utilize other resources of the community as supplementary devices. To help parents get a broader view, one teacher prepares a brief questionnaire at the beginning of the term and sends it to each parent. In the list of questions one is included which is especially aimed to help them feel they are making a contribution to the school. The question is: "Is there any landmark or historical material on your farm or in your home that would be of help to the children in learning some of the history of our country?" The parents usually respond well; then the teacher works out a method whereby the item listed by the parent can be utilized in the social studies at some time during the year.

Free and inexpensive materials are abundant

Much of the free and inexpensive material available serves as an excellent source of information for any teachers and pupils who take advantage of the opportunity which is theirs merely by writing to the appropriate business or company for it.[4] It is necessary to select such materials thoughtfully, however, for not all that is offered is equally

[3] An increasing number of county schools offices are assisting teachers in securing films, filmstrips, and the like, either through their own audio-visual departments or by acting as clearing houses to secure them from other sources. Some helpful sources of information on films and filmstrips available include:

Division of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Educators Guide to Free Films. Educators Progress Service, Randolph, Wisconsin. $5.

Educators Guide to Free Slidefilms. Educators Progress Service, Randolph, Wisconsin. $5.

[4] Sources of many materials are suggested by advertisements in current educational periodicals. A number of bibliographies, indexes of teaching aids, and directories of sources are published. Some of these, teachers may wish to purchase. Others are or could be available for reference through the county schools office or library. Among published lists are:

Field Enterprises, Educational Division. *Source of Free and Inexpensive Educational Materials*. Chicago: Field Enterprises (Merchandise Mart Plaza), 1955. 192 p. $5.

George Peabody College for Teachers, Division of Surveys and Field Services. *Free and Inexpensive Learning Materials*. Seventh edition. Nashville, Tenn.: the Division, 1955. 244 p. $1.

Horkheimer, Patricia A.; Cody, Paul T.; and Fowlkes, John Guy. *Elementary Teachers Guide to Free Curriculum Materials*. Eleventh edition. Randolph, Wis.: Educators Progress Service, 1954. 332 p. $5.50.

suitable. Some of it is very mediocre and some could be harmful if improperly used.

Suggestions concerning the role of teachers in selecting materials are offered in Chapter 9. Some rules-of-thumb, useful as general guides in the selection and use of commercially sponsored materials might include these:

1. The material would make a basic contribution to the purposes of the school.
2. It would be used, not stored away in the expectation that it might sometime prove useful.
3. It is suited to the developmental level of the pupils.
4. It is regarded and used as supplemental material, not as basic.
5. If in a field where information or developments are changing rapidly, the material is up to date.
6. Its primary purpose is educational rather than to advertise a product of the distributor.

Materials and equipment brought from home may supplement whatever supply is available in the classroom. Magazines, newspapers, books, pictures, and records can also be used in similar fashion—either loaned by parent or patron, or given to the school to be used as needed in the classroom. Unattractive pictures, poorly placed on classroom walls, can be removed from the frames and replaced with seasonal pictures or reproductions of famous paintings. Rearranged attractively, at pupils' eye level, the pictures will provide an entirely different atmosphere.

Excellent educational programs are also available via radio in many areas, where the school is equipped to take advantage of them. Often, the individuals or groups who plan these programs provide advance schedules and outlines containing information which can be very helpful to the teacher and pupils in preparing to get the most benefit from listening to the program.

Textbooks are useful tools and sources

In a preliminary survey, made in selected school systems throughout the country, teachers listed certain representative problems regarding best ways to use the resources available to them in their individual and varied situations.

One such problem was based on the premise that "textbooks are geared to one-grade classrooms." Such a problem can really be turned into a challenge by the resourceful teacher and her pupils. It is not

solely a problem of teachers in small communities, but is a condition common to all schools. No classroom, whether it houses first-graders, sixth-graders, or senior American History students, has in it pupils with equal intelligence, ability, and background. Therefore, a text written on the so-called level of the class cannot meet the needs of *every* student, even in a one-grade classroom. In all cases, then, textbooks may serve as guides to material and may present organized subject matter but the resourceful teacher will work with her students in developing the curriculum most likely to meet their individual needs.

Every class has a range of several grades in ability. In schools in rural areas and small communities there often is opportunity to group children effectively for work on a particular unit or project without emphasizing the grade level of the work involved. This makes possible a sharing of ideas through more than one area of communication and is a wholesome, life-like situation. In the words of Fannie W. Dunn in *The Child in the Rural Environment:*

> . . . Large units of work are developed around genuine life interests and experiences, and use is made not of a single textbook, with a common assignment for all pupils, but of many reference books, some easy and some more difficult, with different contributions to the class discussions by individuals and committees. Other activities than those with books are also involved. Children work together, as people do outside of school, on enterprises of common interest in which each participates according to his capacity. Some are clever with their fingers, others show peculiar ability in finding and bringing in interesting objects for group use. Others contribute clippings or pictures, others search the library and report what they have read. Some paint and draw, some contrive mechanical devices, some write poems or plays, and still others take the lead in organization and conduct of school clubs or group games.[5]

Thus, another problem—"texts are frequently too difficult for the majority of the students in the class"—is partially alleviated by having copies of many texts in the classroom. Such a method encourages research in materials on various grade levels and application of the information gained wherever needed or desired by teachers and pupils. In some school systems, no social studies text is adopted as a "basic text"; instead, a few copies each of a variety of texts, magazines, and newspapers are purchased for the use of all. Thus, pupils are able to profit from acquaintance with many sources rather than being limited, as is so often the case, by their contact with authors of but one or two

[5]Dunn, Fannie W. *The Child in the Rural Environment.* Yearbook 1951. Washington, D. C.: Department of Rural Education, National Education Association. p. 202-203.

texts. This later helps them develop the ability to distinguish between fact and propaganda as they read newspapers and magazines, listen to radio, or watch programs dealing with current happenings on television.

When instructional resources are limited . . .

Concern over how to have pupils work in small groups when working on a large unit of work with insufficient instructional materials, was expressed by a fifth-grade teacher. In keeping with her belief that children should solve problems and do group work, use was made in this classroom of community resources and materials that could be brought from home. Papier-mâché was used for making maps and figures, and scrap materials were found useful in making shadow boxes. Pine straw for basket making, clay for modeling, and rock collections were among the resources of the community which proved useful in the classroom.

In another school, it was possible to arrange schedules so that teachers with music and art abilities could share their skills and training with other teachers. In order to have additional art supplies, some parent-teacher groups helped and the children paid a small fee, on a voluntary basis, at the beginning of the year.

Securing parent cooperation for a program is one of the best possible means for assuring its success. Where parents are given opportunity to see the need for materials and are made aware of the benefits *their* children would receive from them, they are usually most anxious and willing to assist in any program necessary to secure the desired supplies or equipment.

Children need materials for independent work

How can I prepare my pupils to work profitably by themselves? (We used to refer to work done independently of the teacher as "seat work.") This is another problem which often troubles the busy teacher who has a large number of pupils with the customary range of ability, interest, and initiative. Conscientious teachers greatly desire to help their pupils learn to plan and work profitably while the teacher is engaged with others. To meet this goal requires much time and preplanning. However, this work need not and should not be isolated, unrelated activity. It should be the outgrowth of regular work in some project or curriculum area, thus enriching the learning already taking place. For example, a well-organized unit of work in social studies

or science, in which pupils are led by the teacher to set problems and list questions for solution, also often develops leads for creative independent work. Such work can easily involve one or more subject areas in addition to the one in which the unit has its origin. The classroom which contains a good supply of magazines, newspapers, and pictures and keeps them accessible to the students wishing to make notebooks, illustrate articles, arrange bulletin or tackboard displays, or prepare a hobby scrapbook finds the problem of "seat work" greatly alleviated.

Libraries are "miraculous pitchers"

Library services from the local, county, or state level can do much to help the busy teacher and enrich the literary background of pupils of all ages. An attractive library or reading corner challenges and invites them to "come in and read." Many state libraries are accessible to teachers and pupils, regardless of the distance which separates them, by means of a loan system which enables them to borrow and use the books for varying periods of time. They may pay nothing for this service except transportation costs one way. Such libraries often include filmstrips, recordings, and albums of pictures, available on the same basis that books are borrowed. Competent librarians are most willing and anxious to cooperate in selecting materials for a unit of work if such help is requested by pupils or teachers.

In the Cave Creek School, referred to in Chapter 2,[6] there is a set of new encyclopedias as well as a set of older ones. Both classrooms use the encyclopedias. From the county library, three times each year, the school borrows 50 books that the teachers and children select together. From the state textbook library the school selects and borrows, three times a year, 50 other books. The pupils and teachers also use a small library in the community. To select books from the county library, teachers and pupils go to the library in a group. Parents assist with transportation Half the pupils ride in cars with parents. Half go with the teachers. This means that all the children and the teachers are in town together to look through the library shelves and select the books they desire, with help not only from the librarian but also from the teachers who are familiar with the books and with the needs and personal interests of the children. Having the pupils help select the books they use works well. It leads to more reading than if the books were assigned by the teachers.

[6] See page 7.

County or city libraries should be used wherever available and in many areas a county bookmobile makes regular visits to schools. Even with limited resources, much improvement is possible in local library services. With the close cooperation of the school, the PTA or other community group, the board of education, and the county or intermediate school office, book fairs may be arranged or cooperative libraries developed. Maps, globes, science charts, filmstrip projectors and filmstrips on various subjects may be purchased and shared and a greatly enriched program made possible in most areas, even though some such areas be quite remote. Many schools also make plans to receive both children's and teachers' magazines regularly, as well as free monthly copies of *Ford Times, Ties, Friends,* and other similar publications.

Materials are related to individual needs

Such materials as those mentioned above provide pupils with the necessary resources to stimulate their interests in, and desire to do, constructive work relating to or supplementing their regular classtime activities. The resourceful teacher and pupils can do much to enlarge upon the few suggestions given; what is done will depend upon individual needs, local conditions, and the challenge they feel.

Two examples may show how resources of the rural environment can be effectively mobilized to meet the needs of specific children. The first tells of their use to enrich the leisure time of a bright child. Jane, an unusually intelligent eighth-grade girl, not having enough work to occupy her time, was unhappy, lost interest in school, annoyed other children, wasted time. As Jane had a keen interest in little children, it was suggested that she find and prepare stories suitable for telling to children in primary grades. This led her to make an anthology of stories and poems. A portfolio was needed for this collection, so she became interested in art—both construction and design. Her interest in selecting stories for little children inspired her to find stories which would be of interest to her own class in social studies, and in this way Jane gained a rich background in history and geography. Some of the stories suggested dramatization so she revamped them and found suitable music and rhythmic dances to be used with them. One interest led to another and in a short time Jane's leisure time was filled with worthwhile interesting experiences.

The other illustrates use of a narrow interest to develop a broader outlook. Abe, fifteen and in the seventh grade, worked about eight hours daily outside of school hours on his father's farm. He had no interest in anything except the farm, not even listening to the radio unless the program dealt with farm life.

Beginning with this immediate interest, Abe was asked to be leader of a group interested in improving the schoolgrounds. The planting of flowers and shrubs necessitated some reading of catalogs and gardening books. The teacher made a point of going over some of these with him. As she observed him while reading, she noticed that his eye span was short. When she talked with him about it, he was willing to schedule some special after-school time for remedial exercises. With definite help, he grew two years in reading ability during the term. In addition, Abe learned for the first time what it meant to be a member of his group and began to take interest in other activities which his classmates were engaging in, such as stamp collecting or corresponding with foreign children, and in the geography and English study to which these led.

Standards of selection are needed

The importance of thoughtfully choosing commercially-sponsored free materials was discussed earlier in this chapter. The need to be selective is not limited to free materials; sound standards of selection are needed for every type of instructional material brought into the classroom or used elsewhere by the class.

For a majority of teachers the most important single type of teaching material is the textbook. In content areas or subjects in which they do not feel very sure of themselves, some teachers depend on the textbook almost entirely. It sets the objectives for what they teach and often is the only material the pupils are expected to use. Many more teachers use the textbook as a general guide and source of information in achieving objectives which are fairly clear to them; other instructional materials and a variety of learning activities are used along with it. And, as was noted previously, in some classes and in certain subjects, not one textbook but several are made available. In all instances, textbooks need to be carefully selected in terms of the purposes to be achieved and the needs and capabilities of the children who will use them.

The extent to which the teacher in the small school has opportunity or responsibility for selecting textbooks varies greatly. State or county

adoptions govern textbook selection in many schools; in others the individual teacher (sometimes even the school board) makes the selection. It is a responsibility not to be taken lightly. A teacher's preference for this or that text, unless it is an *informed* preference, is scarcely a reliable guide. Yet teachers, as the persons who actually work with children in using the books, have a special kind of expertness that should be used in making choices. A plan for selecting textbooks that has proven helpful involves the following:

1. A conference of teachers with administrator or instructional supervisor to discuss curriculum needs and textbook changes which teachers feel are most vitally needed.

2. Opportunities for the teachers or their committee representatives to meet, study, and evaluate new materials available.

3. Follow-up meetings at which this group has the time and opportunity to present their findings to fellow teachers; discuss the possibilities with them; and eventually arrive at a satisfactory decision regarding their adoption and use. (Administrators, boards of education, and parents often need help in understanding this process, appreciating the time involved in making a worthwhile study, and respecting the decision reached by the teacher committee.)

4. Constant evaluation by all concerned for the purpose of making further changes which may seem advisable in order to improve the program of instruction in any and all subject areas.

In putting into practice any such program, it is very desirable that elementary and secondary teachers and administrators work together closely, in order that devices, materials, and techniques used on one level may be recognized, understood, and utilized for the best interests of children on all levels.

Good library and supplemental materials may be chosen in a similar manner. Some states have summer educational conferences, often at colleges or universities, at which textbook and equipment companies display and demonstrate the newest materials which they can provide. Many educators take advantage of the opportunity to attend such conferences, to consult with the company representatives and consultants present, to examine and discuss the materials on display, and to confer with fellow educators who have come for the same purpose.

Where possible, visiting days may be arranged to give teachers, either individually or by committees, the opportunity to observe textbook materials and equipment in use in other schools. Such opportunities enable them to see how the materials in question are meeting

the needs of the students using them, and thus help in evaluating their suitability for the local situation.

The intermediate unit helps provide materials

In the Department of Rural Education's 1954 Yearbook,[7] it is pointed out that in most states, the original duties of the county or intermediate superintendent's office were keeping records, making reports to the state, visiting schools, and approving some types of school disbursements. Provision of educational services has been much more recent and is considered by many educators to be the most important function of the intermediate unit.

What are these educational services? How have they been developed to be of greatest benefit to local districts in providing better learning conditions and in securing materials helpful in improving instruction? The services vary with the size of the community being served, the financial ability of the community, the type of school organization, the size and professional preparation of the faculty, and the nature of available transportation and communication facilities. In every case, the local school unit should survey its own needs and determine how adequately its resources are meeting those needs. It should then attempt to discover how best to use the services of the intermediate unit, as well as the state department of education, to supplement the local program and thus increase opportunities for boys and girls.

The intermediate unit is in a position to make available many services which, if desired and used to best advantage, could benefit local programs immeasurably. Such a unit can provide leadership in curriculum study and enrichment and help to secure good inservice education programs. It can establish and maintain such services as a cooperative library or an audio-visual library, with expense being shared by participating districts or schools, or financed by the county office where funds are available for such a project. New materials, textbooks, curriculum aids, and equipment can be made accessible for study, examination, and even for temporary experimental use.

A fine example is the San Diego County Schools Service Center, with its curriculum laboratory, audio-visual and book libraries, and science and industrial arts workshops. Files of free and inexpensive resource

[7] National Education Association, Department of Rural Education. *The Community School and the Intermediate Unit.* Yearbook 1954. Washington, D. C.: the Department, 1954. 259 p. $3.

materials are available. Sample textbooks are accessibly displayed. Courses of study, resource units, and curriculum materials from other school systems are available for use by teachers as they develop their own resource materials.

Some intermediate units serve by facilitating the use of resources. Information bulletins are prepared on what is available, where it may be located, and how it might be used. Charts, maps, mock-ups, dioramas and realia pertaining to the local environment may be constructed or collected and made available.

Within the reach of the intermediate school administrator, just as in the case of individual teachers and pupils in each classroom, there are many resources which, properly utilized, will greatly enrich the curriculum and broaden the educational horizons for today's youth. More and more, these administrators are reaching out for these resources and making them accessible to schools and teachers—especially teachers in small communities.

I do not lack for resources

As I review the sources available to me and the suggestions for using the materials and resources they offer, I realize that my school *can* have the learning materials we really need. We do not have a fine large service center at our county schools office, for there are not so very many teachers in our county. But our superintendent is working with several other county superintendents and with our local teachers college to set up a film service. And, as I think of talks I've had with other teachers, I know that we would all gain by pooling our ideas and even some of the materials we have acquired. The children, and their parents too, have ideas and will help.

Recently I met a teacher who had attended a state rural teachers workshop in Wyoming last fall. She says that they visited every unit of their state government to find out what it had to offer the schools and also learned what business firms could offer them. They left for home, she told me, feeling that every resource of the state was as near as the mail box or the telephone.

That's the way it is for me, I think. Of course, I don't need either the telephone or the U. S. mail to reach the resources that lie just outside the schoolhouse door or over the hill on the next farm. Truly, I do not lack for resources.

CHAPTER 7

I Need To "Talk Shop" with Someone

"FRIDAY night again and my first month of teaching has ended," sighed Janet White, quite bewildered as she picked up her register to complete the first monthly report. As she worked along on the report, she realized that it was quite out of balance. "Oh, dear!" she thought, "if I had only studied harder when I was in college, surely there wouldn't be so many problems now. Perhaps I would know how to finish this report correctly. Perhaps I would know how to help these boys and girls better than I am able to do now."

Problems! Problems! Problems!

In sheer desperation Miss White rested her head in her hands and began to think through what was happening at the Ranchwood School in the Sierras. Here she was, struggling to give the twenty-five boys and girls in all eight grades a chance to learn the basic skills and to become good American citizens. "But just what am I doing to these children?" she almost cried aloud. "I need to give each child so much more time, but how can I? Certainly that daily schedule I made has something wrong with it for not once this past month have I been able to get all those classes in. There's Tom, that eighth-grade boy now past fifteen, who grows restless and uncooperative each day. Can it be he is troubled over some problem at home, or is it that these lessons are not stimulating enough?" she questioned herself.

Janet, forcing back tears as she reviewed in her mind the work of the first month, thought about the Baker and the Ashton children and how they quarreled with one another during every recess and even in the classroom. She tried to console herself by thinking, "Certainly it's

Lillian B. Johnston, Educational Consultant, El Dorado County Schools, Government Center, Placerville, California, prepared the first draft of Chapter 7.

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not my fault that their dads are feuding over that cut fence between their ranches." But no matter how she tried to rationalize, she knew in her own heart she had a responsibility to help these children overcome their eternal bickering.

Besides these teacher-pupil-community problems, there were others. She had little equipment to work with: no balls, little playground equipment, no adjustable desks, few library books, and a building some fifty years old, desperately in need of painting.

"Oh, if I only had someone to talk shop to," she sighed, "I know I could get some help in improving this school." Then she thought of that twenty miles of mountainous roads to travel if she visited with Mrs. Mayberry, the teacher in the nearest school. Her heart sank.

Janet almost jumped when suddenly she noticed how dim the light had grown in the room. She quickly put on her coat and scarf, picked up her register with its unbalanced report, got into the car, and drove to her lonely little home several miles away. As she drove along every thought was absorbed in where and how she could find someone with whom she could "talk shop."

In time she reached the cold little cabin, feeling desperately alone and discouraged. She was tempted to throw herself on her bed and "cry it out," but just then she spied a slip of paper that had been pushed under her door. Quickly she snatched it up and began to read:

Dear Miss White:

We are sorry we missed you. Betty and I are riding to the X-Bar Ranch tomorrow and we'd love to have you ride with us. Won't you come to eat breakfast with us about 7:30? We'll leave shortly after breakfast.

Follow Highway 50 south three miles and then turn left. Our house is the first house on the right after you turn.

We'll be waiting for you.

Sincerely yours,

Mrs. Riggins

But there's always someone to help

Janet was so excited she began to hum "It's Nice To Get Up in the Morning." Everything was different now; someone cared. In her excitement she even skipped to the mail box for her mail. To her joy there was a letter from Mother and one from Mrs. Mary Parker,

the consultant and curriculum coordinator in the county schools office. Mother's letter was full of good news from home—Father had a raise; Grandmother was coming for Christmas; the twins were to sing in the talent show. The letter from Mrs. Parker said, "I'll be with you Tuesday and will be able to stay several days if you wish my help that long." "Now I'll have someone to talk shop to," thought Miss White excitedly.

The week end was a happy one. Horseback riding, hiking, collecting rocks and seed pods, and learning the names of many of the plants and trees, made that week end one of the best Janet had ever spent. Not until four o'clock on Sunday did she return to her cabin. She had come back early to lay plans for Monday, especially for the pupil-teacher planning period. She also wanted to make a list of problems she hoped to discuss with Mrs. Parker when she arrived on Tuesday.

"What are the most important things I should ask her? There are many things, of course, but which are most important?" Janet sat thinking for a while, then she wrote the following:

Questions for Mrs. Parker

1. How can I have contacts with other teachers? I need someone to *talk shop* to.
2. How can I get better acquainted with parents and other people in the community?
3. How can I help parents understand modern teaching procedures?
4. How can I understand each child better?
5. How can I maintain good discipline?
6. What curriculum offerings will serve the pupils in my school best?
7. How can I use the community to enrich my program?
8. What is a workable schedule for my school?
9. How can we all work together in our community to build a better school?
10. How can I get enough materials needed for my work?
11. Some of the parents want to sponsor hot lunches; what is my part in the lunch program?
12. What services and help can I get from the county office?
13. One member of my school board seems dictatorial. What should I do about it?
14. How will joining a professional organization help me?

The Consultant comes and stays

A little after ten o'clock on Tuesday morning Mrs. Parker, the county consultant, entered the little schoolroom at Ranchwood. "I am so glad you are here, Mrs. Parker," smiled Miss White as she offered her

guest a chair. Some of the boys and girls gave Mrs. Parker an appreciative glance as she entered the room, for many of them remembered how she had helped them with their hobby show last year. "I have quite a few matters I would like to talk over with you, Mrs. Parker. It's good to have someone with whom to talk things through."

"I am glad to be here, Miss White, and I'll be happy to help as best I can. Don't let me disturb your classes now, but you go right ahead with your work. I'll just browse around and reacquaint myself with the children and what they are doing." The class work proceeded and Mrs. Parker observed a variety of activities for the remainder of the day, making notes that would serve as reminders for later discussion with Miss White.

After school was dismissed, teacher and consultant sat down together. Mrs. Parker was enthusiastic about the tidy, neat room and the part the children had in putting things in their places. "You seem to understand the children in your school--their interests and their abilities," she said. "I have been interested to note that the books you have selected from the library reflect the interests and reading levels of so many of your children in such a variety of topics: insects, biographies, history of our country, literature, picture books, science fiction, fairy stories, and science. It almost looks as though you were making an exploratory study of the children's interests. Am I right?"

"That's exactly what I have been trying to do, Mrs. Parker. I'm glad you think it is a good idea. I believe teaching can be exciting if one gets to know the children and has some assurance that they are making genuine progress. But I have really been lonely here except during the last week end when Mrs. Riggins invited me to ride with them. I often wish I had someone to talk shop to." Miss White spoke wistfully.

Children are a source of help

"It's important to all of us, professionally, to have opportunities to exchange our ideas with others, Miss White. We are hoping to arrange some area meetings in different parts of the county so teachers can come together and get acquainted with one another. However, there is one source that no teacher should ignore in looking for someone with whom to talk over many types of classroom problems. I'm thinking of the children themselves, for some of our most significant reactions and suggestions can come from them."

"Come to think of it, you are right," said Miss White. "Some of the planning sessions and evaluation discussions we have had in our room have been most interesting and worthwhile. They have helped me to see what was needed and often the children see possibilities I haven't thought of."

Parents and others in the community may help

"Other sources of help in discussing classroom problems are parents and other interested persons in the community," Mrs. Parker went on. "Sometimes we look only for professional help when classroom problems arise, and overlook the lay people in our community. Many factors influence our problems and often the people who know the local situation can give the help needed. We should remember that the small school is close to the community and frequently the key to some of the most tantalizing problems lies right within the community itself. Conferences with parents and community leaders, whether planned or informal, can be a great help. Of course we would avoid the gossipy kind of talk that could create more problems than it solves."

"You surely are giving me very helpful suggestions," said Miss White. "I never thought about calling on people of the community when I need to talk shop."

"You know, we are thinking of trying out a plan used in Monterey County." Mrs. Parker was speaking. "Their consultant invited several teachers who were especially active in studying ways of improving the curriculum to come to the county schools office to meet with interested parents and lay persons. This has brought about good public relationships. The parents as well as the teachers have made vital contributions to curriculum planning."

"I wish some of my board members could be invited to such a meeting. They would understand better what a modern educational program should be if they could attend such a meeting," said Miss White. "One of my biggest problems here seems to be lack of understanding of parents regarding a modern teaching program."

Consultants and supervisors help, too

"You know, Mrs. Parker, I sometimes think training colleges give us teachers in small schools too little background, but you consultants come to our aid and help us bridge the gap between what we've learned and things-as-they-are," said Miss White thoughtfully.

"You may be right. The purposes of the consultant or supervisor are to bridge the gap and help the teacher in every way possible. We arrange for inservice programs; we help teachers arrange "get-togethers"; we work with teachers in the development of curriculum materials; we offer guidance to both teachers and pupils in every way we can; we try to help teachers with promising newer procedures and methods."

Teachers share through professional meetings

"I've been anxious to tell you about our Rural Teachers Club for this area. You are cordially invited to come to our monthly meetings. Mrs. Mayberry, Mr. Calhoun, and other teachers from neighboring schools come together to talk over problems and share their experiences. We have quite a time talking over the many ideas offered by the different teachers and the consultants. Before the close of each meeting the group agrees upon a place for the next meeting and the topic to be studied and discussed. In the interim the teachers organize their ideas and gather materials pertaining to the subject to be studied. Next week we meet at the Hidden Valley School. Our topic is, 'Getting materials for the slow reader.' Can you come?"

"I certainly want to," said Miss White. "I would enjoy getting acquainted with the other teachers in this part of the county."

"There may be some other ways we could help you exchange ideas and get help from other teachers," mused Mrs. Parker. "I understand some very interesting area meetings were conducted and arranged by the consultants in Santa Barbara County. I believe these meetings began by teachers within reasonable traveling distance of each other arranging to get together to get acquainted and to share common teaching problems. Now bimonthly meetings are held, each school taking its turn as hostess.

"As I recall the story, the members of one group felt the need of help with social studies. Miss Schnitter, the consultant, guided the development of a resource unit on 'Community Life Through the Sugar Beet Industry.' All members present contributed some ideas for the unit. The three teachers who told me about how they proceeded, said:

First, we developed a basic outline of content material to be used and then we listed suggested activities. The group then digressed to a study of techniques and methods of teaching reading and arithmetic in order to provide for these

areas in the unit. Gradually the social studies unit took shape. The various activities suggested in the unit were tested and tried out in the classrooms.

"These meetings filled two needs—for professional growth and social stimulation. Several enduring friendships were formed, and always the teachers and consultants came away from the meetings with a feeling of oneness, in spite of many digressions and numerous interruptions to refill coffee cups."

"That is very interesting," remarked Miss White. "At times I feel so isolated; I wish we had something like that."

Colleges help with inservice education

"Another interesting program which our county office is arranging is a series of meetings at which the teachers work on curriculum. During May of last year, teachers were asked if they would like to work on curriculum and, if so, in what area they preferred to work. Chairmen for each of the following areas were appointed by the county school superintendent: language arts, social studies, science, arithmetic, health and safety, and physical education and recreation. Emphasis is to be placed on the teaching of reading in the above subject areas. The chairmen and many of the teachers have taken summer courses in the areas in which they planned to work this coming school year. During this winter, college instructors will come out from the nearby college to give instruction in curriculum development. Teachers may earn college credit if they wish, but more important is the fact that classrooms will be used as laboratories and many new procedures will be tried out.

"If you are able to get in to the workshops," Mrs. Parker continued, "you may decide upon an area in which you wish to work. If you cannot come in, you may send to the committee of teachers who can come the results and findings of activities you try out in your school. We consultants will carry information and, we hope, inspiration from these workshops to teachers who are too far away to meet with the groups regularly."

"I'm certainly glad you are planning such a program. I may not be able to attend all the meetings, but perhaps I can get to most of them. If the plan for released time is accepted by my school board and minimum teaching day is permitted occasionally, I surely can manage," Miss White announced cheerfully. "I would like to work in social studies myself."

"Yes, many school boards have been contacted already and have agreed to give released time for curriculum work and others are providing for the minimum day plan. I believe it will be possible for you to come in for some of the meetings. In the meantime you can read and work out ideas you think valuable to your school and worthy of passing on to others," smiled Mrs. Parker.

Help with persistent problems is needed

"I know one thing in this school that I'd rather *not* tell others about, yet!" Miss White said, emphatically. "How can I maintain good discipline? To me discipline is far more than merely keeping pupils quiet and out of mischief. I think every child should be purposefully and constructively at work. But I despair of getting James and Rodney to be purposeful and constructive! How can I help them develop some self-control?"

Miss White was launched on one of the vital problems from her list, a problem about which she needed desperately to share her concerns with someone else.

"It seems to me," Mrs. Parker began, "that each child must develop self-direction and self-control as he pursues useful ends. As the children have opportunity to exercise initiative through the planning they share with you, as they help to set up problems and then develop questions which they follow up with research, they experience the need for work skills and for self-discipline in order to produce satisfying results. One of the reasons we sometimes have 'discipline' problems is that we fail to help some children set goals which are within their level of interest or ability to succeed. Perhaps that is the reason James seems so uncooperative at times. Didn't he say this morning that he was interested in science and in discovering why and how electricity works? I wonder if James would be more interested and cooperative if you could find some books he would enjoy on electricity, or atomic power, and give him a chance to share what he learns with others?

" A boy in Monterey County had much the same problem. He was sullen and stubborn, and resented his classmates and teachers. In fact, he did everything he could to annoy. Even his facial expression and posture showed that he was very unhappy. His teacher was much concerned about his attitude. As she studied all she could learn about him, she came to the conclusion that the boy demanded attention, but needed

security. He feared criticism, but needed the approval of adults and classmates. He would not invite ridicule by attempting what he felt unable to accomplish."

The help of "specialists" is sometimes essential

"This teacher in Monterey County, having learned a good bit about how to study children, was able to arrive at a sensible judgment concerning the boy's needs. Some children face more complex problems, so we are fortunate to be able to call on a guidance coordinator and a number of other 'specialists' from the county office or the teachers college to help diagnose children's personality difficulties and plan constructively for them in our classrooms.

"This teacher had interpreted the boy's essential problem correctly and was able to do a number of constructive things. She planned ways to make class periods so interesting as to be attractive even to the child unable to read well. She planned a wide variety of reading experiences, some simple enough for the poor reader, some difficult enough to challenge the good reader. She permitted children to read to each other and paired this difficult boy with a patient, understanding classmate. Always she treated him like the others, never giving him special concession just to avoid a flare-up of temper. Criticism was given when it was absolutely necessary, but unstinted praise was given to all when it was deserved. With favorable attention given to constructive behavior by both teacher and children, this boy is making a very good adjustment to his class," Mrs. Parker concluded.

"Sounds to me as though your example fits James pretty well! It gives me some ideas!" Miss White responded.

The two continued their discussion that day until the classroom began to grow dim. During the succeeding two days they worked through a full schedule of shared teaching and planning, and the discussion of a great variety of professional and personal concerns. It wasn't until late on the final afternoon that the question of how talk-shop activities could be provided came up again.

"I'm so grateful that I have had you to talk shop to," Miss White was saying. "It's often too far to drive to meetings at night; besides you have given me individual help on my specific problems. I thank you from the bottom of my heart."

Time to attend meetings is needed

"I can't blame you for asking me again how you can get to meetings at night," Mrs. Parker commented. "Many counties are trying to find satisfactory ways of freeing teachers for participation in professional meetings. We are considering these:

Substitutes. One three-teacher school in Contra Costa County is meeting the problem by hiring substitute teachers so that teachers may attend meetings or visit other schools. A school in Merced County is hiring a substitute teacher so that their teaching principal may attend professional meetings with full-time administrators.

Professional Day Meetings. In most counties it is very difficult for teachers in isolated school districts to attend helpful talk-shop dinner meetings at night, so a number of schools are providing free time for professional day meetings. These are one-day meetings where professional talks and round table discussions are provided. Children are dismissed for the day.

Minimum Day Schedules. A number of districts are permitting their teachers to teach a minimum day when educational meetings are to be held. Under this schedule the teacher may leave the school before two o'clock to attend the meetings.

Released Time. In the fall of 1955, the El Dorado County School Superintendent organized teachers throughout the county into curriculum committees. Trustees were asked to provide time for their teachers to do curriculum work on released time and many agreed to do so. On the first Friday afternoon of the month, teachers attended meetings on released time; on the third Friday permission was granted for teachers to serve the minimum day at school and then attend meetings."

"Those all seem excellent ideas," commented Miss White. "Maybe some of them could be worked out for us."

The county schools office helps

"The county office is trying out some other means for stimulating the sharing of ideas. Have you been receiving the school news of the county through the *School News Bulletin?* In this bulletin announcements are made, schedules for conferences are listed, outstanding work done in various schools is summarized, and new ideas are presented. Sometimes a new book on education is briefly reviewed. Teachers are

asked to send in contributions to each bulletin, so I think this bulletin often becomes an excellent sharing device."

Mrs. Parker continued, "Our county office is a lounge for the teachers coming in to the county seat. Outstanding charts, bulletin boards, crafts, and exhibits on units or other materials are on display there. Teachers come in to chat with other teachers and with the consultants. Even a little box for each school is available to hold mail, announcements, or any free materials that may have come in.

"You would be welcome to come in, Miss White. I'd be delighted to show you around. Certainly you would have someone to talk shop with in the county office!"

Professional organizations "talk shop," too

"When we speak of the need to talk shop, we usually think of our need for personal contacts and face-to-face relationships. I have spoken of several ways in which our school system tries to provide for these. But sometimes we find helpful books, bulletins, and magazines—materials that seem to talk shop with us because the writers know our problems and seem to be writing to us. Some of the materials our county office provides are like that, we hope, and so are some of the bulletins of the state education department.

"But there are other sources. In this country teachers, like people of other special interest groups, work together through their professional organizations. We have our State Education Association, with a number of special departments and interest groups. Then there is the National Education Association, with its various departments, committees, and service groups. They and other special interest organizations publish many bulletins, books, and magazines some of which would help and interest you. I am sure you know about them from your work at the teachers college, but it might be useful to look them over now in terms of the problems you are facing. When you come into the county office, be sure to look up the ones we have. Undoubtedly you will want to arrange to have your own professional magazines come to you regularly, to talk shop about some things you may not have thought of as well as to help with the 'problems.'"

As she finished speaking, Mrs. Parker glanced out the window. "Oh, my! Time is moving fast! The sun is sinking low again and I have that long drive back to Placerville. I have enjoyed every minute of the past three days!"

Taking Mrs. Parker's hand to bid her good-bye, Janet White said, "How I wish I could find words to tell you how much you have helped me. I was pretty unhappy before your letter came saying you were coming. Your visit has given me a real lift. I'm anxious to try out some of the ideas you have given me. It certainly helps to have someone with whom to talk things over."

"Keep up the good spirit! If ever again you feel lonely and need someone to talk shop with, call me at the county office," smiled the friendly consultant. "I'll expect to see you next week at the Teachers Club meeting at Hidden Valley School."

CHAPTER 8

The Community Should Help, But How?

EDUCATORS all over the country—in big communities and in small—are faced with a common problem. One teacher stated it: "I know the community should help in improving our school program, but how? How can I involve parents and lay people effectively?" The problem is simple to state, but difficult to solve. Many of us fall down at the first base; we often feel *we* have the answers! All we need to do, we say, is get the parents out, *give* them the answers, and they will henceforth support our school's program with enthusiasm!

Obviously, such an approach will neither capitalize on the resources the public has to offer, nor provide opportunities for it to develop an understanding of the school program through active participation in it. Besides, teacher-educators do *not* have all the answers. Parents are educators, too. Parents, especially in farm homes, are teaching their children for a good part of each day, working toward important objectives, using methods, drawing upon resources, evaluating results. Of course, teachers have often had superior opportunities to gain understanding and skill in these matters through their schooling and experience. Yet valuable contributions are constantly being made to the educational process by parents who understand their children and have developed effective procedures in guiding their growth.

It is important that the teacher-educator and the parent-educator work together with some consistency if the child is to gain maximum support. However, the question will invariably arise with most teachers, "I know the community should help, but how?"

Charles L. Kincer, Supervisor, Rural School Improvement Project, Pine Mountain, Kentucky, and Marie R. Turner, Superintendent of Schools, Breathitt County, Kentucky, prepared original drafts for Chapter 8.

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The purpose of this chapter is to discuss problems faced by teachers as they attempt to work effectively with parents. No person would say the following examples will solve all school-community problems. Neither will he say because it worked *here* it will work *there*. Nevertheless, some ideas may be gained from these various situations described by teachers from rural schools in various states. Often there is nothing more encouraging to teachers than to know that the little school-community just over the hill or down the valley has problems similar to their own. It may be even more encouraging for teachers to see or read about a school that has found a way to meet its problems.

Establishing effective school-community relationships

If teachers sincerely wish to build effective school-community relationships, it will be necessary for them to take the initial steps in clearing the way. Most parents are more than willing to cooperate once given the opportunity. They want to know what is expected of them. Parents will work hard if they feel they are wanted and know they are part of the team.

What can teachers do to foster this feeling? First, teachers must win the confidence of the parents. Most parents will stand back with a "wait and see" attitude. Teachers need to take the initiative.

It may be most helpful to get to know some of the leaders in the school-community and to find ways of obtaining their interest and support. Perhaps they can be brought together to work on common problems—school problems of interest to all. Subsequently, other community members should be involved. Many teachers work in a variety of ways to secure the understanding, help, and support of parents. Some accounts as presented by teachers from their particular school and community situations, follow.

Regular classroom visits by parents build rapport

Ruth Tolliver accepted a position in the middle three grades in a three-room school where she knew only two or three parents and none of the children. The week before school was to open she drove to the school and went to her room. She began to put it in order and to hang pictures which she had cut from magazines and pasted on colored construction paper. As she worked, curious little faces peeped into the room. She smiled and spoke to the children. When they grew bolder, an exchange of questions and answers took place and some willing

hands were put to work. About the middle of the morning Miss Tolliver suggested a walk to the little store up the highway for some fruit and candy. At the store she talked for a few minutes to the proprietor who turned out to be the father of one of her prospective students. She mentioned how happy she was to have the opportunity to work with the children of the community and how she hoped the parents would visit the school and see the children at work. As she returned to complete the work on the room, she learned where three or four of the children lived along the highway above the school ground and, although none of them were to be in her room, memorized the names and faces of the children helping her that day. With all summer dirt cleaned away, with pictures in place, plastic draperies at the windows and a few hardy plants on the sills, the room lost some of its grim dinginess and even the old pot-bellied stove gleamed from its oily coat.

Miss Tolliver then got a list of her students' and their parents' names from the record book in the superintendent's office and ran a stenciled letter of greeting to the parents, which read:

Dear Parents:

Thank you for letting me have your child this year. I am looking forward to studying and talking and working with him.

Naturally, you know him better than I do and so I feel that, with your help, we will provide him with many opportunities for growth and development.

If you can possibly come with your child on Monday morning, August 27, at nine o'clock, you will give me the privilege of getting acquainted with my pupil and his parents at the same time. After registration and book distribution refreshments will be served to all parents who can come. If you can come any time Monday morning, come and know that you are as welcome as is your child.

Sincerely,
Ruth Tolliver

Her class consisted of 40 boys and girls in the three grades. Twenty-two parents came during the morning and th older girls helped serve the cookies and punch she had provided. Before they left, she invited each to return whenever possible. Curiosity had brought many out this first day. Now they had seen the new teacher! Many might never return unless some mishap befell their boy or girl.

After school had been going on for nearly a month, Miss Tolliver started a classroom discussion about how the parents enjoyed their visit at the beginning of school and how the children felt about parent visits. The children were all eager to have their parents come to school, especially the mothers. Each child was keeping a folder of his best work and the pictures on the walls were now art work done by the students themselves. They wanted their parents to see these accomplishments. Each child was appointed to ask his parents which day of the week they would prefer for Parents' Day and which part of the day. The majority seemed to like Friday afternoon, so Friday afternoon from two or three o'clock became Parents' Day. A visitors' chart was made with a column for each Friday of the year. Here were placed the names of all parents, relatives, and friends who attended. Each host and hostess was permitted to place his own guests' names on the roll of honor. Each week a different school subject or project became the center of attention. Thus, in time, the parents saw many phases of their children's growth. The child who was slow in some phase of development or learning usually had some one field in which he could shine, and so felt a part of the project. One child was a fine "official greeter." He was often chosen on the committee to greet and seat visitors. Later he helped others to learn to be good "greeters."

Another use of this Friday afternoon hour with parents was the opportunity it gave Miss Tolliver to talk for a few minutes to any parent whose child was having school problems. These talks were always carried on privately, following the program. As the meetings were held weekly, one or two parents could be seen each time and often parents themselves asked for the interviews.

A few parents did not attend, but each Monday the children wrote notes saying they were sorry the parents couldn't attend the Friday hour, and these notes were sent to absent parents. Miss Tolliver's method of involving parents seemed to work well in her school.

Home visitation by teachers promotes understanding

The building of close relationships between school and community need not always depend upon getting parents into the school. A systematic plan of home visitation by teachers has produced excellent dividends in some localities. A community in Maryland reports[1] that as a

[1] The Faculty of Chesapeake City School. "Our School Went Home." *The Maryland Teacher*. December 1954.

result of its home visitation program Parent-Teacher Association attendance jumped 400 percent and the bonds between home and school became stronger. Better understanding of behavior problems resulted and discipline difficulties lessened to a point considered "negligible." Teachers felt that many of their attitudes toward individual children changed markedly when they learned more about their home environments, and many parents began really to understand their children and their places in school and society for the first time. The program, begun in 1953, was continued at the insistence of all teachers. In view of the amount of work involved, this continued enthusiasm of the faculty for the visitation program is, according to those who reported, additional evidence of its effectiveness.

Parent participation in schools proves constructive

One teacher writes of her problems in a small school in an isolated community in the mountains of Kentucky:

> Ours is a four-teacher school in a very rural setting. We have a lunchroom and four classrooms housing grades one through six. We want to have a good school. Consequently we have attempted to get at our most fundamental problem: How can we enlist the help, cooperation, and understanding of parents in building a modern school program?
>
> First, we teachers and the pupils made a community survey. We studied the occupations, interests, special abilities of each adult. We invited the parents to come into the school; we organized a parent-teacher organization and later, a child study group.
>
> Each person was given an opportunity to help with the school program. One parent used his machinery to keep the lawn mowed. Several mothers sponsored the 4-H girls' sewing and cooking classes. One parent taught basketball. The postmaster was the resource person when we studied the United States Postal System. One mother came to the school and took charge of the first grade's story hour.

The teacher goes on to describe how they worked out a mimeographed monthly newsletter to the parents, explaining phases of the school program and asking parents to come for culminating activities and for "open house day."

They mimeographed new report cards that seemed to explain each child's progress to his parent better than did the traditional-type report card that had been used so long. "Family" conferences were scheduled so that parents, teacher, and the child could look over his folder of work together and discuss especially good work, and make plans for the steps ahead.

The teacher obtained books so that parents could check out reading materials. The county bookmobile cooperated in this venture. Various informational pamphlets, such as "What Makes Good Schools," and "How a Child Learns to Read," were developed and mimeographed.

This Kentucky teacher concludes, "We have been very pleased with the results of our community relations program, feeling that a great deal has been accomplished and that many of our goals have been realized."

Parents learn about their teen-agers, too

Ruth Newton, a teacher at Cuyama School, was concerned with a different problem. In adolescent years many conflicts begin to develop between parents and their children. "How can an eighth-grade teacher in a small community help to solve this problem?" she wondered. She tried a "Get-to-know-your-child" meeting and reports on how, at this meeting, she gave the parents a test on "How much do you know about adolescents?"[2] The two-part test includes such items as the following:

Part I—True-False (Sample)

Write *T* after the statement if it is true; write *F* after the statement if it is false.

1. Eighth-grade boys seem older than eighth-grade girls.____
2. The awkwardness of adolescents is caused by their refusal to to look where they are going._____

Part II—Multiple Choice (Sample)

Write the letter corresponding to the phrase that most correctly completes the statement:

1. In living with adolescents, parents can expect: _____

(a) changing moods which swing readily from one extreme to another.

(b) constant cheerfulness, making them easy to live with.

(c) despondency, indicating they are unhappy most of the time.

The parents enjoyed taking the test together and checking the answers. This technique gave them a point of departure and provoked a very stimulating discussion. Before the meeting was over, the parents realized their need to continue and extend the discussion. They decided

[2]Shacter, Helen, and others. *Into Your Teens.* Teachers edition. Chicago: Scott, Foresman and Co., 1952. p. 29-31.

to meet with the teacher once a month in the evening, and planned to discuss such topics as:

1. The adolescent child and how to live with him
2. Meeting the social needs of adolescents
3. Understanding sex
4. Helping teen-agers build self-confidence
5. Problems of family living and responsibilities at home
6. Conserving the health of teen-agers
7. Helping youngsters achieve good mental health
8. Standards of social conduct in our community
9. Parents' attitudes are important in vocational guidance.

A sense of working together on common interests was promoted by carrying on discussions with the young people in the classroom on similar topics which they suggested.

To make some of the parent meetings more interesting and meaningful, motion pictures and outside speakers, such as school counselors, were used. At one meeting the children presented the right and wrong ways of social "know-how." The children had written the dialogues in their own language and then dramatized them. This not only proved educational for everyone, but also afforded humor and was thoroughly enjoyed by both parents and children.

Studying the adolescent problems together from the viewpoint of the children in the classroom and of their parents brought about a greater understanding between the children and their parents. It was also a means of bringing the school and the home closer together.[8]

Next fall Miss Newton plans to make the first meeting a potluck supper for the entire families. After the meal is finished the children will be shown a motion picture while the parents organize their plans for the coming school year.

School and community problems are interrelated

In a more isolated community situated in the Pine Mountain, Letcher County, section of Eastern Kentucky, teacher and parents worked together in improving the school and community. In this particular situation the teacher was concerned about the entire community and its problems

[8]Helpful materials used in this project were the Frances Bruce Strain books, *Teen Days, New Patterns in Sex Teaching* and *Your Child: His Family and Friends*. New York. D. Appleton-Century Company, Inc., 1934; and materials from Science Research Associates, Chicago, Illinois.

As one looks in on this mountain community, flanked on both sides by jutting rocks and deep mountain hollows, he sees a typical, isolated rural setting. Roads over which the families might carry their farm produce are almost impassable except to mules, goats, and, possibly, a jeep. During the winter months even a goat would look down in total disgust on the road with its deep ruts!

The community is sparsely settled and has two one-room schools located about six miles apart on a narrow winding dirt road. One of the buildings is a narrow frame structure sitting on the north slope of Pine Mountain. A creek runs directly in front of the building and overflows from time to time. A narrow footbridge spans the creek from the school building to the road. Right in the center of the playground a large rock peeks out. The children use the rock as a permanent play fixture.

Early in this school year the teachers of the two one-room schools got together and did some planning. Ideas were shared on how to interest parents in some of the problems facing the schools and the community. The teachers and children wrote letters inviting the parents to meet at one of the school buildings on a Saturday. The letters stated the purpose of the meeting and that is was important that all parents be present.

Thus, on a cool October morning while the mountain bathed in its beauty of red, green, gold, and yellow, a group of clean-shaven men sat face to face in the little one-room school discussing some of the major problems of their beloved community. The main problem was the need for a road through the community. The questions that followed were quick and to the point: "Is it possible to obtain a road in the first place? If so, what should we do first? Who will help us?" And finally, "Maybe we better organize!"

Just as simply as that, a Community Improvement Club was born. Committees were chosen to work with the county officials on the possibility of getting a road survey in the near future. A committee on recreation and school ground improvement was also set up.

Some indications of progress resulting from the work of the Community Improvement Club have been the completion of a road survey through the community and a recreational program of movies, folk games, and picnicking. Moreover, plans are now being made to get the road completed. Additional help is being received from the County

Farm Agent in getting strawberry plants and a market for the strawberries once the road is built.

Another teacher, located in a very small community in the Northeast section of the country, reports that she, too, became interested in how to organize the residents of the community into a representative body interested in the welfare of the whole community. The following is an account of her problem and how she attempted to find a solution:

> Two churches and our school make up the community center. The homes are scattered here and there, without much community unity. We invited all the residents to come to school one night to talk about organizing community clubs. (Local newspapers, radio, and television were used to inform the local people of the meeting.)
>
> We discussed the purpose of such an organization, some of the needs of the community, and how much more effective concerted effort and action can be rather than individuals working alone.
>
> We organized a community group to work for the betterment of the whole community. Once the group started to function, they began to study community needs and find ways to meet such needs. A great deal of effort was exerted in learning how to work as a group. Better school-community relationship has developed through our community-wide organization. . . .

Purposeful parent-teacher groups can be organized

The preceding descriptions give some insight into how several schools involved parents in understanding, participating in, and supporting the school program and in working cooperatively on problems facing the school and community. The teachers first became concerned. They became more familiar with the community by visiting the homes, becoming acquainted with the parents and children, and by letting them know that they wanted to be helpful. The main point, however, was the desire of these teachers to seek help from the parents in solving the problems that confronted the school and community. Obviously the teacher and parent group were least concerned with organizational problems. The most important reason for meeting together was to work on common problems.

A rural elementary-school principal states his problem and how he and the teachers went about trying to find a possible solution: The school and community had never cooperated in any type of improvement program. Parents were reluctant to visit the school and therefore left the problems entirely in the hands of the teachers. To add to the misfortune of the children, the two-room school building burned to

the ground during the school year. The school term was finished in the two community church buildings located over three miles apart.

During the time school was held in these temporary quarters, members of the school staff were busy talking with parents and the board of education about the future of the school. It was during these talks that it became clear to the teachers, parents, and board of education that the only sensible way out was to consolidate the two-room school with another three-room school in the adjoining community. A new site was selected and the three-room frame building moved to the new site. Two more rooms were added and additional qualified teachers secured.

At the beginning of the new school year, this five-teacher school enrolled 190 pupils. More problems were added to the already existing ones:

1. How to group the children in order to equalize the pupil-teacher load
2. How to get a parent-teacher organization started
3. How to obtain a hot lunch program with the necessary building, equipment, cooks, and the like
4. How to help the children become more socially adjusted in the consolidated school
5. How to get the parents interested in visiting the school and in cooperating in school-community activities.

The teachers first started planning as a group. In attacking the problem of grouping the children they used a rule of thumb—taking each child's age, height, weight, and an estimate of his social development—and assigned each to one of the classrooms. There were no other available records.

With the grouping problem handled, temporarily at least, came another problem, that of locating the parents. The homes were scattered up the hollows and down the valley. Some children lived three and four miles off the main graveled road, up at the very head of the hollows. Teachers had to walk to many of the homes. Most of the parents did not own automobiles, which made it impossible for them to get out to a parent-teacher meeting. These parents had to be visited if teachers expected to see them during the school year.

Arrangements made by the principal for transportation enabled a great number of parents to come to school-community meetings. He obtained permission to drive the school bus. A small fee was charged in order to pay for the expense of the fuel. This the parents did not seem to mind.

The first meeting of teachers and parents in the early fall was indeed encouraging. Although various problems were discussed by parents and teachers, the main matter of interest was the securing of a lunchroom. The primary need, of course, was to get the money. It was necessary to build another room and to equip it with tables and cooking supplies.

From this point on, things began to happen. Parents volunteered to serve on various committees. Five parents, three mothers and two fathers, decided they wanted to work on the building committee. Others volunteered to work on the school grounds and to study recreation and equipment needs. The program committee agreed to be responsible for entertainment for the next meeting.

At the next scheduled meeting each committee was ready to give its report. The program committee had planned a fine program of folk music and songs. The building committee reported its success in arousing community interest in furnishing materials for the lunchroom. Fathers agreed to donate logs. The community sawyer agreed to saw and deliver the lumber without charge.

The building is now completed. Students, parents, and teachers all worked together in order to see the lunch program underway. The parent-teacher organization is very active now in all school-community activities. It is realized that the success of the school rests on the shoulders of all.

The PTA can face real problems

The following school that revitalized a parent-teacher association was primarily concerned with solving problems.

"The development of a more functional school program in our community instead of the usual textbook-centered curriculum" was listed as the most pressing problem by one of the teachers in a small three-teacher school. She reports that the school is located in a more or less sparsely settled community. The school is hemmed in on one side by the river and on the other by the highway. The three-room frame building occupies most of the playground. Only one-eighth of an acre is left for playground for the 150 pupils. Each teacher has a pupil load of 50. The rooms are overcrowded and the best teaching situation does not exist.

"We have already tried several approaches in an effort to interpret the school program to the community," she continues. "First we have

attempted to reorganize the PTA. We are not totally satisfied with the efforts of the organization at the present time. So far we have been only about 50 percent successful in getting the parents out to the meetings. Nevertheless, a great deal of progress is being made in getting the community interested in the school program."

In order to obtain more and better interest in the school, it was decided to organize a Citizens Council. A directory of citizens was compiled. Parents were chosen from each geographical section of the community. Each of these was selected on the basis of his position of leadership among his particular neighbors. Effort was made to have a cross section of the socio-economic groups of the community.

The Citizens group was thoroughly informed of its function. Teachers and the Citizens Council sent out a questionnaire to poll the feelings of the entire community. Each resident of the community was asked to give his reactions to a number of questions as posed on the questionnaire. Each had an opportunity also to list any problem that he felt needed consideration by the group.

The experiment has not had sufficient time to prove its whole value, but the teachers and parents have been pleased with results thus far. The citizens of the community are more interested in the problems facing their school and community. That greater interest is being shown is demonstrated by increased attendance at parent-teacher meetings. Parents are asking to be put on committees to work on the various problems facing the school and community.

In another instance, a four-room school located in a farming area has become very active in soliciting the aid of its patrons. The teachers felt that they needed the help of parents to understand the children better. They took the initiative in organizing a parent-teacher association by sending out notes such as the following:

Dear Parents:

We teachers are working hard to develop a school program that will meet the needs and interests of your children. Since you know your children better than we do, we feel that we need your help, in order to have the kind of school that will benefit your children most. Wouldn't you like to have a part in planning the activities for your children and to help in improving the school? We thought that you would be interested in helping us.

What time would be most convenient for you to meet with us?

Friday 3:30 P.M.

Saturday 10:00 A.M.

Saturday 2:00 P.M.

Sincerely,
The Teachers

Most parents checked 3:30 P.M. Friday, and the first meeting was well attended. They expressed a desire to help their school and, with the teachers assisting, identified some projects that would benefit the school. They listed:

1. Clean (bail) out well
2. Ditch and drain the playground
3. Canvass community and collect books for the school
4. Help with the lunchroom and cooking
5. Plan and carry out details of community "pie supper"
6. Accompany students to sell products at the county stockyard sales—money to be used for playground equipment
7. Help with 4-H Club projects.

Subsequently the group became better organized and was able to work more specifically on problems. Listed are some of the things done as a group throughout the school year:

1. Set up a child study group
2. Worked on community sanitation problems
3. Improved lunchroom program, with free meals for those unable to pay
4. Encouraged more parents to come for culminating exercises
5. Parents assisted with the physical education and recreation programs
6. Better child attendance resulted—children showed more interest since they also had a part in the school's planning.

Additional activities planned for the following school year include:

1. The men to sponsor a Boy Scout Troop
2. The ladies to sponsor a Girl Scout Troop
3. A Child Study Group to be continued at a more advanced level
4. Parents to sponsor ball teams
5. Parents to sponsor a 4-H Club
6. Organize Room Mothers
7. The curriculum planning committee to be continued.

Parents and community can help

Through interested teachers and parents a great deal can be accomplished in improving school and community. Teachers must take the

initial steps in gaining the confidence, interest, and support of parents and help them to see the school as their direct concern, also. Once teachers and parents have learned that working as a team will pay big dividends, they will continue to keep this teamwork going. Through the teamwork of teachers and parents the possibilities for progress in the school and community will be unlimited. 'No school can really be successful without the full support and backing of the community.

"I know the community should help, but how?" is a difficult question for most teachers. Nevertheless, no teacher can skip over the problem and expect to maintain a successful school. It will take hours of planning as well as a desire to receive help from the parents of the children he has been assigned to teach. He must be prepared to take the initiative in getting each parent interested in helping to solve the problems facing the school and community. No longer can teachers expect to carry on a successful school by spending all their time inside the four walls of the building.

CHAPTER 9

I'm an Administrator, Too!

I THINK my job as a teacher is important. I know it is important to the children who make up "my class." It is toward them—helping them in making discoveries, in exploring interests, in developing abilities, and in gaining understanding—that my major efforts are directed. And I know, too, that my job is important to their parents. I know this from their concern about their child's progress and his achievement of what they envision as a desirable educational accomplishment. Their faith in me, as a teacher, and in the school is almost frightening. I know that teaching is important.

But there are many things that I must do—that every teacher must do—which in reality are not teaching. They are things that are very necessary in providing the right kinds of situations and circumstances so teaching and learning can take place. They are chores, details, plans, arrangements, follow-up activities, and a whole host of things that make my teaching efforts really effective. They are administrative activities. Although I think of myself primarily as a teacher, I am continuously aware that I am an administrator, too.

Schools in small communities vary widely

Many different kinds of schools and organizational arrangements operate in small communities. Consequently, the range in specific types of administrative functions that the teacher must perform is a wide one. In many one-teacher schools, the teacher is the only employee of the school district. In other one-teacher school situations, the school is actually a part of a larger school system that may have a designated superintendent or administrator, or perhaps even a whole staff of people whose services are chiefly administrative. In either type of school district structure, whenever the school has two or more

Mrs. Beryl E. Clem, Assistant Professor of Education and Supervisor of Teaching, Eastern Oregon College of Education, La Grande, prepared the original draft of Chapter 9.

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teachers, it is customary to designate one of them as "head-teacher" or "teacher-principal" or some such title. This kind of designation almost always places certain additional administrative responsibilities upon the teacher.

Small communities are frequently served by small schools. It is not often that such a school, unless it is a separate attendance center of a larger school system, is served by a nonteaching administrator. The person who serves as principal or superintendent of a small school often carries full-time or part-time teaching responsibilities along with his administrative functions. Although each may regard his job primarily as administrative, these people are teacher-administrators.

Increasingly, small communities are being served by larger schools. The movement to reorganize school districts and to consolidate smaller attendance centers within county school systems and other larger districts has markedly changed the type of school which now exists in thousands of small communities. Improved roads and school buses have made the change possible. It is not at all uncommon to find large modern schools located in very small population centers or even in the open country. This kind of school is representative of the "rural school" in its most recent development. Such schools are nearly always served by one or more full-time administrators, sometimes within the framework of an even larger administrative unit.

Teachers have administrative responsibilities, too

The teacher in the small community and in what has traditionally been regarded as the rural school has long been an example of the interrelatedness of the administrative and teaching functions. Occasionally the situation has been such that time consumed with such responsibilities as arranging for supplies and instructional materials, improving parent relations, working with school trustees, keeping the building in good condition, and handling other essential administrative tasks has handicapped good teaching.

From another perspective, however, the teacher-administrator in the small community embodies relationships which need to exist between the functions of teaching and administration; relationships which are increasingly being recognized in our modern concept of educational administration. He has shown the values of involving all those who are affected by the school program in its planning and execution. In a manner denied to the large school executive, the teacher-administrator

can keep close to the heart of the school—the instructional program.

The modern school, be it large or small, urban or rural, capitalizes on the values of this interrelationship between the instructional program and administration by involving teachers in many administrative functions. Teachers serve as chairmen or members of committees on curriculum improvement, instructional materials, supplies and equipment, and parent relations. Administrators share their decision-making responsibilities with the whole school staff. Staff members find this directly helpful to the performance of their teaching function, even though readjustment of the over-all work schedule is made necessary.

The extent and type of responsibility for administration the teacher carries varies with the school and community situation. But regardless of whether a particular small community is served by a large, graded, consolidated school which can provide for specialization of functions, or by a small, multigraded, one-, two-, or three-teacher school, every teacher has administrative responsibilities. In the one case, the teacher works with a full-time professional administrator and with other teachers and specialized school personnel, sharing responsibilities with them. In the other, the teacher is likely to find that his job includes full responsibility for teaching and for administering the school as well.

This chapter identifies and briefly describes a few of the types of administrative functions in which every teacher in every small community participates. The specific nature of teacher activity in each of the areas discussed varies, of course, according to local circumstances.

Instructional leadership is exercised

Leadership in instruction and curriculum development has long been recognized as a major administrative responsibility.[1] The kind of curriculum described in Chapter 2 of this yearbook is not static. It is creative, dynamic, and flexible. It is a process rather than a list of content objectives or a schedule of lessons.

Good teachers are curriculum specialists. They are concerned with the improvement of instruction; they continually evaluate present methods and experiment with new ways of doing things that might be more productive. The teacher in the small community must deal with problems of curriculum design, with continuity, with curriculum objectives,

[1]American Association of School Administrators. *The American School Curriculum.* Thirty-First Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1953. 551 p.

with means of meeting individual differences, and with procedures for involving children, parents, and other teachers in curriculum-planning activities.

Resources for child understanding are utilized

Every teacher carries out a never ending series of semiadministrative activities which are essential to effective teaching. One cluster of activities centers in the need to understand each child in the class. Knowledge of the child's general and special abilities, his interests, temperament, and social relationships with other children, grows from many different sources. Measurement of ability and achievement, inventories of interests, evaluations of growth, and daily observations are types of activities which contribute to this needed understanding.

Small communities offer many advantages to a teacher in this process of knowing and understanding children. In a multigraded school, and in a majority of the high schools serving small communities, a teacher generally works with each child for more than one year. Even in a larger school, teachers are likely to know most of their children for longer than just the one year they may be working directly as the child's teacher. For in small communities everyone knows everyone else. Teachers know the children in their class. They know their parents, their brothers and sisters, where they live and something about their home conditions. In most small communities teachers have contacts with the children and their families in settings other than the school.

Understanding the children and knowing their progress is essential to teachers so they may help and guide pupils as they resolve their personal problems and conflicts or plan new work objectives, and as different teaching methods need to be called into play. Frequently, curriculum adjustments are needed for a particular pupil. In many instances this adjustment depends solely upon the teacher's own ingenuity; nearly always it depends on the teacher's initiative, even though some assistance may be available within the school system. With most teachers such adjustments are just a part of good teaching. But they are significantly enhanced when based on orderly planning rather than mere happenstance.

Teachers must be continuously alert to identify those children in the school or classroom who show signs of needing special assistance. Even where the services of a school nurse are available and where substantial physical examinations are given regularly, we are depend-

ent upon the skill and diligence of the teacher for detection of the child who is ill, who has some visual difficulty, or who shows other symptoms suggesting the need for special attention. In the one-teacher school and in most other small schools, health services are often limited to those which teachers can administer.

Needed specialized services are sought

Small schools, both elementary and secondary, should look to their intermediate unit[2] or county board of education (where they are a part of a county school system) for the specialized services which they cannot provide for themselves. Instructional materials, curriculum assistance, health services, guidance services, library services, vocational education, education for exceptional children, and administrative help and coordination of many kinds could be available to small schools through properly structured intermediate units.

Larger schools in small communities are also generally lacking in many of the specialized educational services which an adequate educational program requires. Psychological and psychiatric services, speech therapy, specialized curriculum consultative help, additional health services, and many other types of assistance are possible through effective intermediate units. It is probable that every small community school, regardless of its size, could substantially profit from a centralized pool of specialized services. As people become aware of the possibilities and work toward obtaining them, these services will increasingly become available. Teachers have a key role in this regard. They, too, need to understand the potential values of this type of service program and the manner in which they can obtain needed assistance and support.[3]

Instructional materials are secured and used

Effective teaching requires a wide variety of materials. Whether the group taught ranges from Grade I to Grade VIII, is a single grade, or is a class in any high-school subject field, there will be a wide range of

[2]In most states the intermediate unit is the office of the county superintendent of schools. District Superintendents perform this function in New York; in New England the Union Superintendent works in somewhat the same fashion.

[3]For more information, see: National Education Association, Department of Rural Education. *The Community School and the Intermediate Unit.* Yearbook 1954. Washington, D. C.: the Department, 1954. 259 p. See also *Effective Intermediate Units—A Guide for Development,* from the same Department, 1955. 16 p.

interests and abilities among the individual pupils in the group. Materials which are attractive and understandable, which can capture the interest and stimulate the imagination of pupils, and which can challenge them to explore additional materials are an essential resource for every teacher. Sources of instructional materials have previously been discussed.[4]

Many administrative activities in regard to instructional materials involve teachers. In some instances an individual teacher may have a major share of these administrative responsibilities; in other instances teachers, by serving on committees or teams, share responsibility for necessary administrative tasks. These variations depend in part on the size of the school or the type of administrative organization. They depend even more on the nature of the specific job to be done, the procedures established, and the effectiveness with which teachers work together. In one way or another every teacher does "get into the act" in an administrative way in regard to instructional materials. Some of these are illustrated here.

Before materials are purchased or gathered, it is important that the teacher see the relationship of each specific item—book, map, chart, test, easel, workbook, paint, or the like—to the instructional needs of the school, class, or subject which he teaches. Without such understanding, materials may accumulate which teachers do not know how to use effectively. Evaluation of available materials should involve teachers or committees of teachers, if maximum usefulness is to be expected.[5]

Once the materials needed or desired are identified, certain procedures must usually be followed to obtain them. Requests, requisitions, or other established formal procedures may be necessary. Perhaps the teacher must demonstrate to a supervisor, or principal, or superintendent, or school board the need for a particular teaching tool. Regardless of what the particular school situation calls for, some initiative on the part of the teacher is usually required.

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[4] See Chapter 6.

[5] Helpful references for individuals or committees wishing to select free materials from commercial sources are:

The American Association of School Administrators. *Choosing Free Materials for Use in the Schools*. Washington, D. C.: the Association, a department of the National Education Association, 1955. 24 p.

Association for Supervision and Curriculum Development. *Using Free Materials in the Classroom*. Washington, D. C.: the Association, a department of the National Education Association, 1953. 16 p.

The greatest administrative skill on the part of the teacher has to do with the organization of materials for use. When George volunteered to report to the class on the way farming in the community has changed since the days of the first settlers, he asked his teacher where to find out about it. George can't handle the same kinds of material that most of the others in the class are able to. Finding something at the appropriate reading level for George is important. He has volunteered. There are other ways he can get information for his report—talking with his father and the neighbors, with the 4-H Club leader, the county agricultural agent. But you don't know George. This is the first time he has ever indicated a desire for reading. George *wants to read!* It is important that he be given some materials which make this experience successful.

Materials stored away, buried, or otherwise inaccessible have little usefulness. Materials must be in the classroom or accessible in a central library. And the teacher must know what the materials are and where they are. There is no single method or system for arranging this. Teachers need to develop a plan that works well for them. Controls, inventories, continuous reviewing, sifting, and supplementing—all are a part of the process. Sometimes other teachers, librarians, supervisors, and instructional consultants are available to assist the teacher. But often they are not. Much depends upon the administrative and organizational ability of the teacher.

The public is kept informed

Teachers hold a key responsibility in helping to make the school meet the educational expectations of the community. These expectations vary, as they should, in accordance with the unique characteristics of the community. In small communities, people are likely to be more homogeneous than in larger urban centers. They are more alike in what they want. This is an advantage which may be more than offset by limitations in their expectations or their ability to express them. This is not to imply that rural and small community people are remiss in their desire to provide good schools for the children in their communities. The contrary is true. Rural people generally have a faith in the power of education which is unequalled. But, perhaps more than any other group, their experiences in terms of what schools can accomplish may be limited, as may their knowledge of what is required to

improve the quality of their schools. Consequently they may appear to be content with inadequacy, which is not at all the case.

The school in the small community is the responsibility of all its people. They need to know its strengths and its weaknesses, its accomplishments and its inadequacies. Their information should not be "sugar-coated" or of the "all's right with the world" type when actual deficiencies exist. Honest and objective reporting need not make a teacher or administrator appear incompetent or inadequate, for the job of educating children is actually tremendous. There is no school that cannot be improved. Inadequacies will continue to persist as long as the public is unaware of their existence. Abraham Lincoln, one of the greatest believers in the democratic process, said, "Public sentiment is everything. With public sentiment, nothing can fail; without it, nothing can succeed." An honestly informed community can be counted upon to follow intelligent and honest leadership.

Teachers play an essential role in keeping the public informed with regard to the school program. Most boards of education in rural or small communities need assistance in making effective reports to the public. In larger schools, there may be definite channels for coordinating information and reporting it regularly. In every school, regardless of its size or the methods used for reporting school information, teachers have a key responsibility. Their ability to single out items or situations which should be community knowledge, and to report them effectively, very often will be the measure of the community's understanding of its educational program.

Parents have a special concern

Parents are eager for news of their children and all the triumphs they have, great and small. They want to know what is going on in school. Finding outlets for information concerning good citizenship and character building activities, curricular achievements, class projects, special recognitions, educational field trips, and such other activities as are important in the educational development of pupils is a significant responsibility of every teacher. News from the school should be reasonable and accurate, broad in its coverage, and not confined to the spectacular or controversial.

Formal reports to parents of children's progress, such as the long-established report card, whatever its form, or more informal parent-teacher conferences, whether scheduled or casual, are another oppor-

tunity for teachers to interpret the school program. The skill the teacher has in making an honest presentation of the child's progress in relation to the school program may substantially influence the kind of community support the school receives. Planning how to do this effectively is another administrative function closely allied to teaching.

Teachers work with their school boards

In a small community a teacher's relationships with the school board are likely to be much more direct than is possible in an urban situation. Except in some of the large county districts, most small community situations are such that teachers at least know the members of their board of education. They can quickly get to know everyone in the community. This close association of people makes it possible for teachers, regardless of the size of the school, to be helpful to their school board in the proper performance of its functions.

A major area of concern of every board of education is the determination of policy for the school district. Most boards have policies of some sort regarding the business aspects of the district's responsibilities. These vary from carefully formulated written policies, through decisions based upon consistent principles of operation, to decisions based only upon expediency. Fewer boards have policies regarding the instructional program, despite the fact that this is the chief function for which the school exists. Boards of education are generally not sufficiently informed about the instructional program to be able to make policies wisely in this area. Teachers, since they are most intimately connected with the instructional program, may well be the first to recognize the need for a specific policy. Such needs generally grow out of specific problems which need to be resolved or situations which require that direction be determined to insure consistency. Where the teacher is the only employee of the district or is the teacher-administrator of a small school with its own school board, he should be free to suggest policy needs to the board and even give recommendations for policy. In larger school situations, such suggestions normally should be carried through the principal, supervisor, superintendent, or whatever channel is appropriate. Most school boards welcome such suggestions. But without teacher initiative, a particular policy may be needed yet never be adopted.

Whenever possible and practicable, teachers should seek to attend meetings of the school board. This is not common practice in most

small communities. There are, in fact, many boards who would not welcome teachers at their meetings. Other boards prefer to have teachers attend their meetings only upon invitation. In the majority of instances where teachers do not attend board meetings, it is because it has never occurred either to teachers or to board members that this can be a most profitable relationship, or because neither group has taken the initiative. School boards which regularly devote a major part of every meeting to a discussion of some phase of the school program are contributing most to the improvement of the schools for which they are responsible. The contributions which teachers can help to make, especially in small communities, are virtually without limit.

Together they consider salaries

Both teachers and school board members are concerned about salaries paid to teachers. Whatever process is established for determining salaries should involve both groups. How much a teacher is paid should probably depend upon the qualifications of the teacher with respect to both his preparation and experience, and the economic factors of living in the community. Standards of certification for teachers have often been lower in small communities than in larger communities. Salaries for teachers have also been less.

Teachers and school boards should approach their consideration of teachers' salaries not from the "How much can I get?" or the "How much do we have to pay?" approach, but rather from a determination of what value the community places on education. Teachers should be expected to earn the salary paid to them. Boards should also expect to compensate teachers adequately for their work. This should be a wholesome relationship and not a "hush-hush" matter, not to be discussed. Small communities need to attract and retain the very best teachers that can be obtained, for the children who live in small communities and rural areas are deserving of the best. This is more likely to be achieved when some type of salary plan is established. A projected salary plan is also helpful to a school board in determining future budget requirements. Teachers can contribute greatly in the development of this type of salary planning.[6]

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[6] For more information, see: National Education Association, Department of Classroom Teachers and Research Division. *Salary Scheduling*. Discussion Pamphlet No. 8. Washington, D. C.: the Association, 1949. 24 p.

Teachers are involved in school finance

Teachers often feel that they have little responsibility with regard to financing the school program. Yet most teachers actually do perform a number of activities which are in the area of school finance. Teacher-administrators of one-teacher or other small schools may actually be called upon directly by the school board to estimate the budget needs of the instructional program of the school. Even in larger schools, teachers frequently have an opportunity to participate in the budget making process. Teachers in specialized areas—music, art, physical education, homemaking, agriculture, industrial arts, and the like—are usually better able than anyone else in the school to appraise the materials and equipment needs of their programs.

Frequently, teachers have responsibility for the actual administration of certain school funds. These may be funds established by the board of education or a PTA for specific purposes or funds of a class or club group. In almost every school, money is collected in periodic drives, or the annual photographing of each child requires collection and accounting, or sales of seed packages are undertaken.

Distributions, collections, record keeping, and responsibility fall upon the teacher—another administrative job.

In many schools, teachers may feel so remote from matters of school finance that they are actually unaware of the financial resources or limitations with which the school district operates. In planning for the instructional materials they feel their teaching requires, they sometimes "ask for the moon" and express disappointment or allege unwarranted thrift when all of their requests cannot be filled. In other situations relationships between teachers and their school boards are such that teachers are "afraid" to ask the board to purchase materials and supplies which they need; consequently, they either purchase them "out of their own pocket" or do without. In most instances these materials would be purchased by district funds without hesitation if the school board knew about and understood how such purchases could contribute to the school program. Every teacher, whether in a large or small school, should make a substantial effort to understand the financial problems of his district and how these affect the teaching job which he performs.

. . . work with the school lunch program

There are few schools in small communities which do not have some kind of lunch program. The distances which pupils come to school, whether they walk or come by school bus, are usually such that a large proportion of the pupils must eat their lunches at school. School lunch programs almost always mean "extra duty" for teachers. Depending upon the particular school situation, this may range from actual food preparation, including planning, soliciting produce, preparing and serving the hot dish, and the like, through collecting lunch money and assisting children in selecting their lunches (and in eating them!), to cafeteria supervision in larger schools where the school lunch program is a major operation. The administrative involvement of teachers in these lunch activities may be great indeed.

Many teachers are able to take advantage of the learning opportunities which a school lunch program provides and in this manner actually reduce the routine administrative chores required. With adequate guidance and supervision, many of the details of planning and food preparation can be carried on by pupils, in situations where this type of lunch program is appropriate. Children can collect, record, and count the lunch money. For young children this can be an exciting learning activity in which all can take turns in assuming responsibility. Older children can also develop an understanding of simple bookkeeping and a sense of importance in assuming responsibility for collecting and accounting for lunch money. The process of serving, especially in assisting the smaller children or those who have handicaps which make it difficult for them to select their lunches and carry them to a table, gives opportunity for children to help each other. The "too big" boy or girl who can never excel academically might be exceptionally good at helping classmates and so obtain the recognition and feeling of success he needs. Table conduct, housekeeping chores, and numerous other aspects of the lunch program also provide learning opportunities. The teacher able to utilize these opportunities to involve children may thereby minimize the details and administrative demands for which he is directly responsible.

. . . and the pupil transportation program

It has been estimated that nearly half of the elementary- and secondary-school pupils in rural and urban areas of less than 10,000 popula-

tion are transported to and from school by school bus.[7] The proportion of pupils attending school in small communities who are transported continues to increase each year as school districts are reorganized and schools are consolidated.

Teachers in small community schools almost always have some administrative responsibilities in relation to the transportation of pupils. The nature and extent of those responsibilities depends on the type of transportation program which operates and how it is administered. In some instances teachers actually drive school buses and may even be responsible for planning bus routes. Teachers sometimes are assigned as bus monitors. In most instances, teachers are not involved in the major administrative aspects of the pupil transportation program. But a number of lesser responsibilities are carried by teachers, whether in a large or small school, when pupils are transported.

Every teacher has some responsibility for the conduct of pupils on the bus. Children need to be taught how to be courteous and safe bus passengers. This does not happen without the conscious effort and cooperation of everyone associated with the school program. Each afternoon, teachers must make certain that each of their transported pupils gets on the bus for the trip home. Frequently this means some responsibility for supervising the loading of buses. Teachers may have responsibility for organizing and supervising a safety patrol which functions at street or road crossings, in the bus loading and unloading zones, and on the buses themselves. Teacher relationships with bus drivers are most important; when teachers, drivers, and all others concerned cooperate to make the program operate smoothly, they contribute greatly to a desirable *esprit de corps* on the part of the entire school. Without a high level of teacher cooperation, "sore spots" develop—relationships become strained.

Increasingly, teachers and school systems are recognizing the potential value of the school bus for instructional trips. Some school systems have established carefully formulated policies and procedures in regard to the nonroutine use of school buses; a majority as yet have not. In either case, the major share of planning and arranging for such trips is handled by the teacher. Planning with the class, arranging for the use of a bus, securing parents' permission for each child, making

[7] National Education Association, Department of Rural Education. *Pupil Transportation.* Yearbook 1953. (Culp, D. P., chairman; Isenberg, Robert M., editor) Washington, D. C.: the Department, 1953. 190 p.

arrangements with the place to be visited, mapping the route, arranging with police for parking permits if necessary, supervising the trip regarding safety, accounting for pupils at every stop—all these are activities for which the teacher must accept major responsibility. Pupils can and should participate in much of the planning, making of arrangements, follow-up activities, and evaluation. Parents often are called upon to help. But the teacher cannot escape the details of administration that instructional field trips require.

Teachers have building responsibilities

In the traditional small community school the teacher had many duties relating to the care and upkeep of the school building. From cutting and carrying wood and building the fire each morning to serving as principal, the teacher was janitor as well as school staff. In a few instances these conditions still prevail. But generally, with the development of larger modern schools in rural areas, janitorial and maintenance responsibilities are not a major duty of the teacher.

However, the teacher does have specific responsibilities for many aspects of even the modern school or classroom. Usually the actual physical arrangement of the room, except for furniture that is built in or is fixed to the floor, is left largely to the teacher. Safety, convenience, and usefulness are factors he must consider. Is the light adequate in the areas where children will be working? Are there sharp corners or other safety hazards which should be eliminated? Does the room arrangement provide for freedom of movement for effective group work? Much depends upon the ability of the teacher to make the physical aspects of the classroom comfortable, functional, and attractive.

Teachers must continuously be conscious of classroom lighting, heating, and ventilation. Even in schools that are elaborately equipped with mechanical controls, there are times when something may go awry. Perhaps all that is necessary is to turn on the artificial lights or to notify the custodian that a bulb is burned out, that the room is too cold or too warm, that a desk is broken or splintery, that something has been spilled on the floor, or that something else demands attention. Sometimes the teacher can, or must, make the adjustments. In either case, these physical aspects of the school or classroom environment must be detected by someone in the classroom; responsibility must be assumed by the teacher.

Children and teachers also should assume responsibility for the major housekeeping requirements of the classroom. There are many "extras," such as putting chairs atop desks and other things, which can greatly assist the custodial staff in their regular work. A leaking radiator, a broken window, cracked plaster, a damaged or broken piece of apparatus on the school playground, or any other item requiring repair is often first discovered by the teacher or one of the children and should be reported to the person responsible for building maintenance. Teachers must always be alert to guard against the continuance of conditions that might jeopardize the comfort, health, or safety of pupils.

I'm an administrator, too

As a teacher in a small community, I recognize many advantages which do not always exist in larger community centers. Our school is close to people—not always in distance or geography, but it is close to their thinking. They actually regard the school as *their* school. This, I believe, is as it should be. They feel close to the administration of the school. They know when the school building needs and gets a new coat of paint, when the steps are repaired, when a new piece of equipment appears on the playground.

The people in my community recognize me as a teacher, and they share with me an understanding of the importance of teaching. They are generally unaware of the many administrative duties I must perform in order that optimum results can come from my teaching efforts. But, as long as I know and do the things which must be done, it probably shouldn't matter to me that I remain, in their thinking, "just a teacher."

CHAPTER 10

And Then, My Personal Life

AND now, what of my personal life? All day and all week I live actively among the children, every moment overflowing with observations, discussions, decisions. I am vividly aware of individual abilities and needs, and manipulate my close-crowded schedule to meet them. My mind is filled with ideas about objectives, standards, motivation, problem solving, planning, work centers, the guidance of all toward that desirable "climate" within which living together may be most fruitful. My body, too, enters into the on-going activities, constantly alert, moving from child to child, from group to group. Even when the children are gone at the close of the day, I work on in the grateful quiet with their problems before me. I evaluate the accomplishments of the day; I make notes on individual children's development; I seek again the curriculum choices which will best meet their needs; I search for materials which will carry my objectives forward; I plan schedules for tomorrow and block out long-term plans for the future. And, at last, often when the dusk is falling, I close the schoolroom door, still aware of the tremendous responsibilities which are mine as a teacher.

But what of the hours before I open that door again? What resources are at hand to refill the reservoir of energy spent each day? Do I have a pleasant, restful home in which to relax? Have I a group of congenial friends, of both sexes and of varied ages, with whom to enjoy some social hours? Are there outlets for my creative abilities in hobbies, sports, music, drama? Does the community offer me a well-rounded, satisfying personal life to balance my busy professional life, to regenerate my energies and enthusiasms, to help me grow as a richly maturing person?

Too often, teachers in rural communities seem to find these important aspects of their lives meagerly served by the communities in

Genevieve Bowen Shaw, formerly Curriculum Director, Bucks County Schools, Doylestown, Pennsylvania, prepared the original draft of Chapter 10.

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which they work. Many, coming fresh from college, keenly miss the social life and varied activities of the campus. After a year or two in rural schools, they are eager to move to urban schools, seeking to regain these advantages. The rural communities lose the valuable asset of able, well-trained young teachers in their educational systems, and rural children suffer certain lacks in their school experience.

Enthusiasm for rural teaching and living is needed

The problem cannot be solved by looking solely at the after-school life of the teacher. The teacher is a whole person; compartmentalization of his activities into "personal life" and "professional life" is at best an artificial distinction, and, more seriously, could reflect an unhealthy disorganization or lack of integration in his personality! A satisfying professional life is essential. The thrill of accomplishment, of giving valued service to community and to children, provides much of the satisfaction so necessary to every person. A love of teaching, an enthusiasm for tackling professional problems, a dedication to serve are all prerequisites to a well-adjusted personality.

The teacher in the small community needs more than this, however. Either by temperament or conditioning he must have a feeling for and love of rural life—the people and the country. If he hasn't had it from childhood, it needs to be "caught" from his first teaching experiences. (A student is fortunate if his teacher education program at college or university has helped him gain some appreciation of life in country communities.) In other words, the teacher's personal life in the small community will become satisfying only to the degree that he experiences a richness of living in rural areas. He must enjoy sunsets and sunrises in desert, mountain, or valley; love the smell of new-turned soil and the beauty of growing things; appreciate the dignity of labor and living close to the soil. He needs to "know" the small community and its problems, to enjoy the intimacy of social relationships within the neighborhood. He must feel the responsibility he has to bring to his job the insight and enthusiasm which will enable his pupils and their parents to become more wholesome and well-rounded people because they live in the country.

What can be done to make the personal lives of rural teachers rich and satisfying in order that they may perform their great task? In an effort to see the situation from the teachers' own viewpoints, 25 teachers who were newly employed in consolidated and one-room schools were

interviewed. Most of them were just out of college; a few were experienced teachers who had moved to new positions. Each had lived for eight months in the new community; a few were in their second year there. Seventeen were women, four of them married. Among the eight men, five were married. All of them had come from small communities or from farms, so that there was little adjustment to a new type of community. The interviews were often with a group of two or three from a consolidated system; sometimes with individuals.

Adequate living quarters—a good "base of operations"

The first questions asked were: Have you a pleasant place in which to live? How did you find your living quarters? On the whole these 25 teachers considered their living quarters satisfactory. Most lived in rooms in the homes of private families, had many privileges, and found certain social contacts within the home or among the family's friends. The married couples had found houses, often newly built, and several were buying them with the intention of settling down in the school community or in a neighboring village. A number of the single women had wanted small furnished apartments where they could have more room and could prepare their own meals, rather than "eating around," but had had little success in locating them, even in the larger villages adjacent to their schools.

Most of those who taught in consolidated schools said that the principal or supervisor had prepared lists of available rooms. Two girls, college roommates, reported that their supervisor had "spent a whole day trying to help us find an apartment." One of their difficulties was that they would have had to rent an apartment on a twelve-month basis, yet they did not wish to spend the summer there. Several of the consolidated districts had a "big-sister" plan and the older teachers, who knew the communities, had been generous in helping new arrivals orient themselves and find living quarters. In one system a two-day workshop was held in late summer, dealing with organizational items and pre-school-opening plans. Part of one day was reserved as a social time, and the third day was suggested as an opportunity for house-hunting for the new teachers who wished to get settled before school opened.

When asked what advice they would offer to the next year's new teachers almost all of them said, "Don't leave house-hunting until the last minute. Come in the summer and get acquainted with the geog-

raphy of the community. Have plenty of time to look around, both in the school community and in neighboring towns, before you choose. Then get moved in and settled before school begins."

"How could the PTA and other community organizations help the new teachers find desirable living quarters?" the interviewer asked. "A map of the community would help," was one answer, "or, better still, a sort of brochure telling something about the community, 'selling it' to the new teachers like a Chamber of Commerce folder. Then we'd know what the life of the community was like."

"Couldn't these organizations persuade some of the people with big houses to arrange apartments for teachers?" another teacher asked. A third, teaching in a small village with poor restaurant facilities, said, "I wonder if someone with a big house couldn't set up a sort of teachers' club with recreation space, and serve meals to them, and to other teachers who live in private homes nearby." One teacher, from a Midwestern state, said, "In some of the consolidated schools in our state, the districts furnish a 'teacherage.' Wouldn't that be possible in almost any district? The teachers pay a small rent for the furnished house and it is really *their home*. One is usually appointed by the school board to be a kind of manager, or the teachers elect one of the group. My older sister lived in a 'teacherage' for five years and she said it was fun. They all shared the work and the expenses, and they got along together fine. No one *had* to live there, unless she wanted to, and everyone was contented."

To those who have not found satisfactory living quarters in or near the school community, these suggestions can be of help. Has the possibility of enlisting the help of the PTA or of some club been explored? Has the school principal, or supervisor, or county superintendent been consulted? One should not give up a school in which he would enjoy the children and the work, without canvassing all the possibilities in the surrounding area for the kind of home needed and desired. It is the teacher's right as a member of the community, and the community will do its share in order to keep him there.

Knowing people and making friends is essential

The next questions were: Are you getting acquainted with the people around you? In what ways does the community help you to feel at home? Here, there was greater variance of replies. Some said, "Very little—only among the other teachers in our building." Others replied,

"Some, through the church, largely." One said, "Hardly at all; it is such a letdown after college, where I was busy every minute with some sort of activity." One second-year teacher answered, "A little, now. Last year I had to work so hard, and was so worn out at night, that I never stirred out of the house. But when I got my job 'licked,' I began to get lonely." A beginner spoke up then, "That's the trouble—no place to go except to church; and even there I don't meet any people my own age, they're all older or just young kids in high school." A teacher from another community defended the church, "Oh, I have all the social life I want, through my church. There's a nice choir group, and the young people's society, and always something going on evenings. I've had a grand time!"

Discussing with subsequent groups the matter of church attendance as an entree into community life, the writer found that there was fairly complete agreement that church attendance, and participation in its activities, was the most available step toward broader community contacts. Other means of entree mentioned were musical groups, Boy or Girl Scout activities, a community theater group, and service and veterans' clubs. In one consolidated school system with a high school and several elementary schools, an adult orchestra had been formed, where teachers met members of the community through rehearsals and concerts. In another, a group of local artists had set up an art center and teachers who wished to do so could participate in exhibits, painting groups, and entertainments. In general, it seemed that those teachers who already had hobbies, or some social service interest, were the ones who most readily found congenial social life in the community.

Regarding the community's own effort to absorb the teachers into its life, answers varied widely. In most communities the parents invited their children's teachers to dinner at least once a year, but often did not follow up this initial hospitality with further contacts. The teachers in one-room schools reported frequent visits from the mothers, who dropped in informally, on their way to the store, to pick up a child, or just to chat a moment. "They even gave a shower for me the spring before I took my maternity leave," one married teacher said. Another, who had begun in a one-room school and was later moved to the newly-finished consolidated building, exclaimed, "It's so different now! The mothers used to be in and out all the time, and they did so many things for the children and me. Now they seem afraid to come and I hardly ever see them except at PTA. We miss them!"

When asked how much the PTA itself did to help them get acquainted, the teachers were often lukewarm. "Oh, they give a tea or a reception for us," was often the answer, implying that this gesture produced few real social contacts. One young teacher sighed, "Oh, if they would only have a picnic or a square dance instead! It wouldn't be so formal and we'd get better acquainted."

Many felt that the PTA did not seem a very vital or closely-knit group, and that little was done between the rather formal monthly meetings. Some said, "They're not stand-offish. They ask our opinions about such things as buying books or equipment for the school. But they do everything themselves and the teachers are just guests, not really partners." A few said, "They expect us to do all the work; they just come and listen to the programs they expect us to put on."

Community activity makes for more interesting living

In some districts the teachers had a rich part in real community cooperation. In one, all worked together throughout the year toward a Book Fair and the annual exhibit of children's work. Almost 1500 people attended this affair. The PTA served hot lunches in the cafeteria. A good deal of money was realized for the purpose of buying library books and providing other needed supplies, and the whole project brought school and community closer together.

Perhaps this is a promising opening for the school people—to do more to make the PTA a live force in school-community interrelations. Could they initiate cooperative activities which would give the parents more opportunity for participation in and understanding of the objectives and program of the school? Working shoulder to shoulder for common purposes would stimulate the members' vital interest in their organization and would give the teachers closer personal contacts with these individuals who often compose one of the most alert and able groups in the community.

Other types of community organizations were discussed, also with varying reports as to their interest in the teachers' social life. In several of the larger villages, the teachers said, "The town is overorganized. Everyone belongs to so many things that no one has time for informal social contacts, it seems." In other communities, some teachers had been asked to join organizations or service clubs. But, in general, few of the teachers who had entered the community as strangers had been able to achieve that degree of "at homeness" with families, which

allowed them to come and go freely in their homes. The married couples had succeeded best in reaching this informal stage of membership in the community.

When this apparent lack of "neighborliness" on the part of the community was analyzed with the teachers, some said earnestly, "It's really our own fault in lots of cases. We get so engrossed in our work that we don't go halfway with people. We stick in our own group and talk shop!" Is there an answer here? Is it possible that teachers are inclined to be pretty self-centered? Or *do* they go "halfway" in these small communities? Does the teacher smile and speak to people on the street, even when he doesn't "know" them? Does he chat a little with a parent who comes in to ask a question? Does he attend church fairs, the Junior Chamber of Commerce auction, a lodge carnival—even go to a bingo party now and then—as a *person,* not as a teacher? Perhaps teachers need to "look to home" a bit, before complaining that the community "just isn't very friendly"!

To live or not to live in the community . . .

In each case, when some question was raised about the friendliness of the community, the interviewer asked the individual, "Do you spend your weekends in the community?" It was significant to see how few of the critical ones did! This question often brought up, too, the whole subject of commuting to school. This has grown to be so common a practice in rural areas that it is now rather a surprise, when driving across country, to pass a one-room school in session and to see no teacher's car in evidence.

Is it a desirable practice? In one form or another this question was discussed with all the teachers, those who commuted from five to 20 miles to work, and those who lived in the school community. In the former group, those who were nearest their schools felt that it made little difference. They could attend community affairs with little difficulty and they felt that their relations with members of the community were very similar to those of the teachers who lived there. "After all," they said, "most of the parents drive to school, too. The consolidated communities are so scattered out that none of the teachers who live in them can know everyone. It is somewhat different in the one-room schools, but those teachers often live in villages near the school, for there's little place for them in the farm homes." Again and again, they —even the teachers who live in the villages —stressed the fact that

one "just had to have a car" in order to live satisfactorily in a small community.

It is difficult to draw any conclusive principle from these varying opinions. But isn't the crux of the matter in the weekends? Then is the time of relaxation, of freedom from end-of-the-day fatigue; the time for sociability. Then, too, one's neighbors are freer for social activities, for the informal entertaining and visiting which develops friendships. Can one truly "belong" to a community in which he spends only his working days? The commuting teachers said, "Not really. We 'belong' in the community where we live, more than in the school community." Several who went to their home towns for weekends said, "I don't 'belong' in either place. My high school friends are gone and I'm not there long enough to make new ones. I just spend my time with my family." Surely, being with one's family from time to time is laudable. But spending all one's recreational time in the midst of the family is limiting. In adulthood one must make new friends, friends with similar maturity and interests, and must grow through this experience. Only as he grows can an individual "belong" in any adult community.

Dating may be all right—if you can get a date!

Sometimes the defense for spending weekends at home was, "I don't know any young people in the community where I live." This brought up the question of dating. Often the reply was, especially in the consolidated schools, "We date among ourselves." In one such district, the young men had started a volley ball group, which gradually added some of the young women teachers, and became a center for social activities. In one of the larger villages, a group of attractive girls laughed when the question was asked and said, "There *aren't* any men! We're just 'ladies-in-waiting.' But we have good times among ourselves." Often, friendships made in college carried over, and several engagements which had grown out of them were cited.

"If you do date in the community, do people gossip? Does the community impose restrictions on you? Does it seem critical?" were other questions raised by the interviewer. Oddly enough, there were few affirmative answers. Times have changed! The usual reply was, "Oh, no, they don't seem to pay much attention to what we do." The interviewer (remembering an incident in her own early teaching years when a teacher came back from summer vacation with bobbed hair!) asked

in surprise, "Don't they even object to smoking?" the question was passed off lightly. "Oh, no, most of the mothers smoke!" It should be noted, however, that great variation exists from one community to another regarding the appropriateness of smoking. The beginning teacher has a responsibility with regard to this and other matters of personal behavior to become familiar with the expectations of the community. In general, the teachers interviewed seemed to feel that the community restricted their personal freedom very little, and demanded of them only that they should participate in the various meetings held at the school.

Teaching in the small community can be rewarding

What can be gleaned from the experiences and opinions of these young people which may help the teacher to adjust his personal life in a small community? Certainly one essential stands out: That one's own personal attitudes, abilities, and interests are an important factor. First is the willingness to "go halfway" in making friends—a truth which must have been discovered in high school and college life, and a quality which the teacher should now strive to cultivate even more in his capacity as a potential leader in an adult community. Second are the resources which one has within himself to offer in such a community—interests, hobbies, abilities which will make him an enjoyable member of a social group, ready to make worthwhile contributions to its activities and services. Third is the capacity to "work hard while you work," then to close one's mind to his responsibilities and to "play" freely and spontaneously, entering into the activities and groups which are at hand.

Another essential appears to be the value of observing and understanding the community in which one finds himself—its attitudes and customs, its institutions and organizations, its resources (already developed, or as yet unrealized) for a well-rounded and satisfying life. From the reports given by these 25 teachers it seems that teachers are freer in small communities than they used to be before automobiles, movies, and television broadened the horizons of the people. Can that freedom be used to help the teacher to "belong" in his community? Can the teacher avail himself of the opportunities for membership in its churches and clubs, and help to make them influences for richer social living for all? Can one attune his sensitivities to its natural beauties, its freedom from urban noise and clutter, its intimacy of

human relationships? Can one utilize these resources to make his own life rich and satisfying so that he may wish to become a permanent, contributing member of this community?

Not only the teacher himself, but his pupils as well, will profit by such observation and understanding. They will come to see their school as an integral part of the community, and themselves as functioning members of it, progressively enlarging their circle of associations and influence as they mature. Their education will blend into the life and work of the community, until they emerge as alert, aware citizens, ready and equipped to contribute their share in the development and betterment of the community in which they will plan to make their homes. Thus, the welfare of children, teachers, and community are seen to be interdependent, and the teacher an essential factor in its development.

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Emphases in the magazine are: nature of neighborhoods served by rural schools; experiences and needs rural children bring to their schools; how instructional programs may be related to these needs; and services needed by the rural elementary school from the larger administrative unit of which it is a part.

CULP, D. P., chairman, and ISENBERG, ROBERT M., editor. *Pupil Transportation.* Yearbook 1953. Department of Rural Education. Washington, D. C.: National Education Association. 190 p. Paper, $2.

A discussion of pupil transportation as an integral part of the daily learning experience of more than one-fourth of all public-school pupils. Gives emphasis both to administering a pupil transportation program and to ways school buses can be used to improve the instructional program.

DUNN, FANNIE W. *The Child in the Rural Environment.* Yearbook 1951. Department of Rural Education. Washington, D. C.: National Educatic Association, 1951. 253 p. $3.

Records observations and interpretations of the activities and experiences of actual children in rural environments and suggests what these imply for the school education of children. Major sections are: How children develop in preschool years; determiners of the rural child's development; school education in the rural environment.

EVERETT, MARCIA, editor. *The Rural Supervisor at Work.* Yearbook 1949. Department of Rural Education. Washington, D. C.: National Education Association, 1949, 242 p. $1.

Explores the experiences of many people over a period of 35 years to determine the kinds of help teachers in rural schools and in small communities need. Though written in terms of the rural supervisor at work, the wealth of practical illustrations included makes it valuable to teachers also.

FOX, LORENE K. *The Rural Community and Its School.* New York: King's Crown Press, 1948. 233 p. $3.25.

A well-documented case study of a rural county (Chautauqua) in New York State. Analyzes the interrelationships of rural living -the county's social and occupational structure; its home and community patterns; its political, religious, and educational institutions; and the historical backgrounds of *these* characteristics -and the educational program.

GREGG, HAROLD. *Art for the Schools of America.* Scranton, Pa.: International Textbook Co., 1941. 191 p. $2.75.

Based on the belief that art "must grow out of and in turn enrich the everyday life of the pupil," this book shows how the values which should come

from a study of art may be realized in the lives of boys and girls through the use of generally available materials.

HILLIARD, PAULINE. *Improving Social Learnings in the Elementary School.* Studies in Education. New York: Teachers College, Columbia University, 1954. 144 p. $2.85.

How children, under the guidance of the teacher, may manage their own experiences cooperatively and study their own experiences to gain better understanding of themselves and others. The author maintains that specific facts, knowledges, and skills do not in themselves improve social learnings although they are part of them. Problems around the children such as "Electricity Comes to Bannerville" and "A Water Shortage" are presented as opportunities.

HILTON, ERNEST. *Rural School Management.* New York: American Book Co., 1949. 278 p. $3.25.

The author views the work of teachers in rural schools as distinctively different in at least two ways: many of them are in one- and two-teacher schools and must handle several grades in one classroom; and they work in rural communities with rural people, where curriculum must be responsive to distinctive specific needs. In these two areas the author analyzes and presents methods and resources.

HOPPOCK, ANNE. "The Earth Is Theirs--and Its Fullness." *Phi Delta Kappan* 36: 25-28; October 1954.

Developmental needs of children and broad purposes of education are the same wherever children go to school; each school must focus attention on its children and their lives in the particular community because active experience is the best means of learning. When rich, varied resources of rural communities are utilized to meet these particular needs the rural school program is creative and vital.

HYMES, JAMES LEE. *A Child Development Point of View.* New York: Prentice-Hall, 1955. 145 p. $2.25.

A brief, popularly written work directed to the teacher and her view of the whole child. The author regards the child development approach as a preventive of mental health problems.

ISENBERG, ROBERT M., editor. *The Community School and the Intermediate Unit.* Yearbook 1954. Washington, D. C.: Department of Rural Education, National Education Association, 1954. 259 p. Cloth, $3.; paper, $2.50.

Outlines the essential elements of an adequate educational program and discusses an organizational framework which can make these opportunities available to every community regardless of size. Emphasizes the importance of strengthening and preserving community autonomy.

JENKINS, GLADYS, and OTHERS. *These Are Your Children.* New York: Scott, Foresman and Co., 1949. 192 p. $3.50; School edition, $2.50.

Interprets to adults children at various age levels in the elementary school, how they develop and how to guide them. The material is supplemented with case histories of actual children. Attractively illustrated with photographs of children of the different ages in life situations.

KRUG, EDWARD AUGUST. *Curriculum Planning*. New York: Harper and Brothers, 1950. 306 p. $3.

Defining curriculum as "all the experiences of the learner that are under the control of the school," the volume discusses the relation of educational purposes to the all-school program and the organization and development of the curriculum program in the local school system. Much attention is given to the teacher and his part in developing and carrying out the curriculum.

LANE, HOWARD AUGUSTUS, and BEAUCHAMPS, MARY. *Human Relations in Teaching; the Dynamics of Helping Children Grow*. New York: Prentice-Hall, 1955. 353 p. $4.95.

Outlines overwhelming need of education today to teach ways of cooperation so that group living may enhance living of the individual. Explores dynamics of learning to live together and presents characteristics of group living for various ages, how groups are formed, physical conditions of group living, and the quality of living in groups.

LANGDON, GRACE. *Teacher-Parent Interviews*. New York: Prentice-Hall, 1954. 356 p. $5.25.

Tells how a teacher learns to hold interviews; describes different kinds of interviews; gives examples of interviews; points out how to proceed with matters arising in the interview and its follow-up which are not in the teacher's province.

NATIONAL EDUCATION ASSOCIATION and AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, EDUCATIONAL POLICIES COMMISSION. *Education for All American Children*. Washington, D. C.: the Commission, 1948. Chapter 1, "The Elementary Schools of the Farmville Reorganized District, State of Columbia, 1958." p. 11-51. $1.

This was an attempt in 1948 to project what would be a desirable school system to serve rural people a decade later -in 1958.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF RURAL EDUCATION. *Rural Education: A Forward Look*. Yearbook 1955. Washington, D. C.: the Department, 1955. 486 p. $3.50.

Based upon the major documents of the 1954 National Conference on Rural Education, the book is a presentation of issues and problems in rural education and their possible solution. Chapters on "The Rural Environment's Distinctive Impact on Children and Youth," "The Scope and Quality of the Needed Educational Program," and "Improving the Administration of Small Schools" are especially useful to teachers, as are a number of the Conference addresses which are included.

OLSEN, EDWARD G., and OTHERS. *School and Community.* Second edition. New York: Prentice-Hall, 1954. 534 p. $5.75.

A compact, authoritative overview of community education. A detailed description of techniques of community analysis, study, and service; and tested suggestions for meeting general problems thus involved.

OLSEN, EDWARD, editor. *The Modern Community School.* New York: Appleton-Century-Crofts, 1953. 246 p. $2.50.

Report of the Committee on the Community School of the Association for Supervision and Curriculum Development. An expansion and refinement of the community school concept with special relation to curriculum. Descriptions of actual best practices in community schools are included for different types of communities.

OLSON, CLARA M., and FLETCHER, NORMAN D. *Learn and Live.* New York: Alfred P. Sloan Foundation, 1946. 101 p. $1.50.

A coordinated descriptive report of the Sloan experiments in applied economics at Universities of Kentucky, Florida, and Vermont. Following introductory statement, giving history and purpose of project, the nature and accomplishments of each of the experiments are described, devoting a chapter to each. The final chapter reports the more recent work done in 12 teacher education schools to prepare teachers in ways and means of improving the economic status of rural pupils through school activities practically concerned with problems of food, clothing, and shelter.

REDL, FRITZ. *Mental Hygiene in Teaching.* New York: Harcourt, Brace and Co., 1951. 454 p. $3.50.

Outlines basic principles of mental hygiene to be used by teachers in guiding young people in school. Sample cases are cited from common school situations to which these principles apply.

RICHMOND, LUCILE MC GRAW, and BATHURST, EFFIE. *Culloden Improves Its Curriculum.* U. S. Office of Education, Federal Security Agency, Bulletin 1951, No. 2. Washington, D. C.: Superintendent of Documents, Government Printing Office. 24 p. 15c.

When this West Virginia school went to work on its curriculum, more progress was shown than in other years. Boys and girls were reading with greater skill; they could write, spell, and figure better; classrooms, halls, and grounds were cleaner; and pupils seemed happier, busier, and more healthy.

SCHNEIDER, ELSA, editor. *Physical Education in Small Schools.* Department of Rural Education and American Association of Health, Physical Education, and Recreation. Washington, D. C.: National Education Association, 1948. Reprinted 1954. 160 p. $1.

A handbook of suggested activities in physical education suitable for elementary age children in small schools. Many of the suggestions offered have direct implications for expanded programs of health and recreation also. Specific

directions are given for games, relays, self-testing activities, rhythms, and other aspects of a good program.

SCOTT, CECIL WINFIELD, and HILL, CLYDE M. *Public Education Under Criticism.* New York: Prentice-Hall, 1954. 414 p. $6.35; to schools, $4.75.

A symposium which discusses education from the standpoint of its chief critics and criticisms. Valuable for the teacher are the chapters on communities where education is especially being related to the life of the people. Also makes specific suggestions for public relations of teachers and ways to meet criticism as individuals.

STRANG, RUTH, and HATCHER, LATHAM. *Child Development and Guidance in Rural Schools.* New York: Harper and Brothers, 1943. 233 p. $2.50.

From the standpoint of rural teacher, the authors discuss the philosophy of education through guidance, ways of continual study of the child in all phases of his life, conditions that make effective guidance possible, guidance in ongoing activities of the classroom, and guidance of parents.

THEMAN, VIOLA. *A Good School Day.* New York: Teachers College, Columbia University, 1950. 59 p. 60c.

Presents characteristics of a good school day and tells how to watch out for pupils' needs; how pupils and teachers plan together. Includes illustrations from rural and small schools.

TIREMAN, L. S. and WATSON, MARY. *A Community School in a Spanish-Speaking Village.* Albuquerque: University of New Mexico Press, 1948. 169 p. $2.50.

A report of a community education program in an isolated village which holds to the customs and beliefs of early Spain. The problems faced, the cooperative efforts in studying the land, water, and irrigation, and the manner in which pupil activities are based largely upon use of the natural resources which surround them make a fascinating account of a school and community which are inseparable.

WARBURTON, AMBER A. *Guidance in a Rural Community.* Yearbook 1952. Department of Rural Education. Prepared for the Alliance for Guidance of Rural Youth and the Department. Washington, D. C.: National Education Association. 156 p. $2.

The story of the enlistment of all community forces in transforming an isolated, underdeveloped South Carolina community through a cooperative educational program.

WARBURTON, AMBER A. *Guidance in a Rural-Industrial Community.* A report made for the Alliance for Guidance of Rural Youth and the Department of Rural Education. Washington, D. C.: National Education Association, 1954. 259 p. Cloth $[illegible], paper, $3

A description of how the various agencies and organizations in Harlan County, Kentucky, worked cooperatively in a program to better help children

and young people realize their potentialities. Included are the detailed appraisals written by children, teachers, and members of the community.

WEBER, JULIA. *My Country School Diary; An Adventure in Creative Teaching.* New York: Harper and Brothers, 1946. 270 p. $2.50.

Goes to the heart of education—the way in which learning can affect children's lives and the life of the community. The teacher and children in a one-teacher school are shown planning, working, and living together. The teacher comes to know her children, their hopes and fears, their successes and failures, their lives at home and school, and works with them as a wise counselor and guide.

WILES, KIMBALL. *Teaching for Better Schools.* New York: Prentice-Hall, 195 397 p. $5.35.

Considering teaching as skill in human relations, the author discusses quality of human relations sought; improvement of human relations; effective group work; methods of evaluation; individualizing instruction; the teacher working with persons outside the class group; and the teacher's self-improvement. For teachers of children at all age levels.

WOFFORD, KATE V. *Modern Education in the Small Rural School.* New York: Macmillan Co., 1947. 582 p. $4.

The book attacks the problems which make teaching in the small school different and difficult. Solutions presented are developed from a modern philosophy of education and experiences in the practical application of these techniques to actual classroom situations.

WOFFORD, KATE V. *Teaching in Small Schools.* New York: Macmillan Co., 1949. 399 p. $3.75.

"Small Schools" are here interpreted to mean schools with six teachers or less, and the book is especially slanted toward beginning teachers as they establish conditions of teaching and learning; guide learning and teaching; provide enriching experiences for their students; and arrive at understanding of and work with the community.

YATES, ELIZABETH. *Nerbly.* New York: Coward-McCann, 1947. 276 p. $3.

A story about the way a young teacher in a one-teacher school meets the problems of the community, of her pupils in the community, and of her personal life in its community relationships.

STATE PUBLICATIONS

A number of additional publications especially helpful to teachers in small communities have been developed by state departments of education. Since these materials are not generally available outside the state in which they are published, they have not been included in this bibliography.

For the convenience of teachers and others who may wish to order publications included in the Selected Bibliography, the price has been indicated with each reference. Listed below are the addresses of the publishers.

Alfred P. Sloan Foundation, 30 Rockefeller Plaza, New York 20, New York.

American Book Co., 55 Fifth Avenue, New York 3, New York.

Appleton-Century-Crofts, 35 West 32nd Street, New York, New York.

Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C.

Coward-McCann, 210 Madison Avenue, New York 6, New York.

Harcourt, Brace and Co., 383 Madison Avenue, New York 17, New York.

Harper and Brothers, 49 East 33rd Street, New York 16, New York.

King's Crown Press, 2960 Broadway, New York 27, New York.

Macmillan Co., 60 Fifth Avenue, New York 11, New York.

McGraw-Hill Book Co., 330 West 42nd Street, New York 36, New York.

National Education Association (and its departments), 1201 Sixteenth Street, N. W., Washington 6, D. C.

Prentice-Hall, Route 9W, Englewood Cliffs, New Jersey.

Ronald Press Co., 15 East 26th Street, New York 10, New York

Scott, Foresman and Co., 433 East Erie Street, Chicago 11, Illinois.

Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Teachers College, Columbia University, 525 W. 120th Street, New York 27, New York.

University of New Mexico Press, Albuquerque, New Mexico.

Vantage Press, 120 West 31st Street, New York 1, New York.

World Book Co., 313 Park Hill Avenue, Yonkers 5, New York.

Official Records

Department of Rural Education, NEA

THE DEPARTMENT OF RURAL EDUCATION

The Department of Rural Education grew out of the Department of Rural and Agricultural Education authorized by the NEA Board of Directors in 1907. In 1919 it was reorganized under its present name. Since 1936 the Department of Rural Education has had the assistance of the NEA Division of Rural Service, with the same headquarters staff serving both.

Membership: All persons working or interested in rural education are ligible for membership, provided they are members of the National Education Association.

Dues: $4 per calendar year.

Benefits: Members are eligible to attend the annual convention meetings of the Department, to vote, and to hold office. All members receive the Yearbook, the *NEA Research Bulletin* (4 issues per year), *Rural Education News*, and other publications as available.

The Department of Rural Education operates under a Constitution and Bylaws, in conformity with those of the National Education Association, which provide for the organization of Divisions to serve special interest groups. Two divisions currently active are the Division of County and Rural Area Superintendents and the Division of Pupil Transportation.

Special committees direct the Department in its program in specific areas and offer opportunities for membership participation. Currently functioning committees deal with such problems as: the recruitment and preparation of rural teachers; rural life and education on the world scene; sociological impact of school district reorganization upon community organization and process. One of the special groups sponsored by the Division of County and Rural Area Superintendents is the National Commission on the Intermediate Administrative Unit.

A series of regional "drive-in" conferences of community school administrators is jointly sponsored by the Department of Rural Education, the American Association of School Administrators, and the Council of Chief State School Officers. Four such conferences are being held during 1956.

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OFFICERS OF THE DEPARTMENT OF RURAL EDUCATION

(Terms expire in February 1956)

President—CLIFTON B. HUFF, Professor of Education, Kansas State Teachers College, Emporia, Kansas

President-elect—R. EMMETT HARRIS, Superintendent, Caldwell County Schools, Lockhart, Texas

Vice President—MICHAEL S. KIES, Superintendent, Milwaukee County Schools, Milwaukee, Wisconsin

Executive Secretary—HOWARD A. DAWSON, Director of Rural Service, NEA, Washington, D. C.

Executive Committee

President, Vice President, Presidents of Divisions, plus:

MARY M. CONDON (1960), Superintendent of Public Instruction, State Department of Public Instruction, Helena, Montana

H. C. DEKOCK (1956), Coordinator of Field Experience, College of Education, University of Iowa, Iowa City

LEILA C. EWEN (1957), Rural Department, State Teachers College, Minot, North Dakota.

J. C. FITZGERALD (1959), Assistant Director, Division of College Extension, Oklahoma A and M College, Stillwater, Oklahoma

ERNEST O. NYBAKKEN (1957), Chief, Bureau of Rural Supervisory Service, State Department of Education, Hartford, Connecticut

L. A. ROBERTS (1960), Superintendent of Schools, Dallas County, Dallas, Texas

THOMAS E. ROBINSON (1958), President, State Teachers College, Glassboro, New Jersey

HOWARD G. SACKETT (1958), District Superintendent of Schools, Port Leyden, New York

R. E. TIDWELL (1956), Assistant to the President, Stillman College, Tuscaloosa, Alabama

T. M. VERDIN (1959), Director of Rural Service, Division of Instructional Services, Greenville County School District, Greenville, South Carolina

MRS. LUCILLE KLINGE DANIELSON, *Retiring President,* Superintendent of Schools, Lane County, Eugene, Oregon

Division of County and Rural Area Superintendents

(Terms expire in October 1956)

President—Harry W. Gross, District Superintendent of Schools, Nassau County, Mineola, New York

First Vice President—W. F. Loggins, Superintendent, Greenville County Schools, Greenville, South Carolina

Second Vice President—L. M. Dimmitt, Superintendent, King County Schools, Seattle, Washington

Executive Secretary—Howard A. Dawson, Director, Division of Rural Service, NEA

Executive Committee

James E. Butts, Superintendent, Blair County School, Hollidaysburg, Pennsylvania

R. E. Harris, Superintendent, Caldwell County Schools, Lockhart, Texas

Helen J. Nelson, Superintendent, Albany County Schools, Laramie, Wyoming

John A. Torrens, Superintendent, Lee County Schools, Dixon, Illinois

Ernest W. Barker, *Past President*, Superintendent, Pottawattamie County Schools, Council Bluffs, Iowa

Division of Pupil Transportation

(Terms expire in February 1956)

President—J. F. Lautenschlager, Superintendent, Coshocton County Schools, Coshocton, Ohio

Vice President—Earl Darnell, Director of School Transportation, Greenbrier County, Lewisburg, West Virginia

Executive Committee

T. Wesley Pickel, Assistant Director, Division of Schoolhouse Planning and Transportation, State Department of Education, Nashville, Tennessee

Louis Yandell, Supervisor of Public Transportation, Fayette County Schools, Lexington, Kentucky

George W. Gilbreths, Superintendent, Pulaski County Schools, Winamac, Indiana

PUBLICATIONS OF THE DEPARTMENT OF RURAL EDUCATION

The publications of the Department are developed under the leadership and guidance of the Committee on Publications and Constructive Studies. *Rural Education News* is published periodically throughout the year to carry items of information or special interest to members. Books, pamphlets, and reports on topics of concern to rural education are published to assist and guide educational developments in the smaller communities and rural areas of the country. Department publications constitute a significant part of the literature in rural education. A list of publications currently available will be supplied on request from the headquarters office.

Now in the process of development is a joint publication with the American Association of Health, Physical Education, and Recreation dealing with *Physical Education for Small High Schools*. The 1957 Yearbook now in preparation is tentatively titled *Administering the Small Twelve-Grade School*. The 1958 Yearbook is being developed under the tentative title of *Vocational Education for Rural America*.

Members of the Department's Committee on Publications and Constructive Studies during 1956 are:

BURTON W. KREITLOW, *Chairman* (1958), Professor of Rural Education, University of Wisconsin, Madison

LUTIE BARNARD (1959), Superintendent, Flathead County Schools, Kalispell, Montana

EFFIE G. BATHURST (1956), Education Specialist, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

GORDON I. SWANSON (1960), Associate Professor, Department of Agricultural Education, University of Minnesota, St. Paul

JOHN WILCOX (1957), Supervising Principal, Candor Central School, Candor, New York

DEPARTMENT YEARBOOKS AVAILABLE

Rural Education—A Forward Look. Yearbook 1955. Report of the 1954 National Conference on Rural Education. 486 p. Cloth, $3.50.

The Community School and the Intermediate Unit. Yearbook 1954. Robert M. Isenberg, editor. 259 p. Cloth, $3.; paper, $2.50.

Pupil Transportation. Yearbook 1953. Robert M. Isenberg, editor. 196 p. Paper, $2.

Guidance in a Rural Community. Yearbook 1952. By Amber Arthun Warburton. 176 p. Paper, $2.

The Child in the Rural Environment. Yearbook 1951. By Fannie W. Dunn. 253 p. Cloth, $3.

The County Superintendent of Schools in the United States. Yearbook 1950. Shirley Cooper, editor. 188 p. Cloth, $2.50; paper, $2.

The Rural Supervisor at Work. Yearbook 1949. Marcia A. Everett, editor. 242 p. Paper, $1.

Health, Physical Education and Recreation in Small Schools. Yearbook 1948. Elsa Schneider, editor. 67 p. 50c.

On-the-Job Education in Rural Communities. Yearbook 1947. Roy W. Roberts, editor. 139 p. 75c.

Education of Teachers for Rural America. Yearbook 1946. Kate V. Wofford, editor. 142 p. 50c.

Conservation Education in Rural Schools. Yearbook 1943. Effie G. Bathurst, editor. 114 p. 50c.

Community Resources in Rural Schools. Yearbook 1939. Kate V. Wofford, editor 109 p. 50c.

Newer Types of Instruction in Small Rural Schools. Yearbook 1938. Kate V. Wofford, editor. 144 p. 50c.

Economical Enrichment of the Small Secondary-School Curriculum. Yearbook 1934. Frank W. Cyr, editor. 94 p. 50c.

ROSTER OF MEMBERS

THE DEPARTMENT OE RURAL EDUCATION

A Department of the

National Education Association of the United States

This roster includes the active membership of the Department for the calendar year 1955 and all additional members enrolled prior to April 1, 1956. It is arranged by states, and lists alphabetically for each member his name, position and location, and official Department responsibilities. Street addresses are not given except where other information is not available. Libraries and institutional members are listed under their respective states following the listing of individual members.

ALABAMA

Carroll, Thomas W., Superintendent, Covington County Schools, Andalusia
Clay, J. L., Principal, County High School, Lauderdale County Schools, Rogersville
Coleman, Hulda, Superintendent, Lowndes County Schools, Hayneville
Dalton, W. Theo, Professor of Education, Alabama Polytechnic Institute, Auburn
Gibson, Roy, Superintendent, Saint Clair County Schools, Ashville
Greer, Hugh G., Superintendent, Monroe County Schools, Monroeville
Harden, Preston G., Superintendent, Autauga County Schools, Prattville
Hatch, Robert C., Supervisor of Instruction, State Department of Education, Montgomery
Helms, V. C., Superintendent, Lee County Schools, Opelika
Holloway, Otto, Curriculum Laboratory, School of Education, Alabama Polytechnic Institute, Auburn
Johnson, Kermit A., Superintendent, Tuscaloosa County Schools, Tuscaloosa
Jones, W. J., Superintendent, Wilcox County Schools, Camden
Lawrence, R. J., Superintendent, Bullock County Schools, Union Springs; State Director
McLown, Elgin W., Superintendent, Sumter County Schools, Livingston
Moore, R. E., Superintendent, Cullman County Schools, Cullman
Newell, C. Frank, Superintendent, Calhoun County Schools, Anniston
Norton, E. B., President, State Teachers College, Florence
Nunnelley, N. F., Superintendent, Talladega County Schools, Talladega
Orr, Charles W., Director of Instruction, Alabama A & M College, Normal
Pate, Harvey G., Superintendent, Conecuh County Schools, Evergreen
Philpot, Frank, Acting Director, Secondary Education, State Department of Education, Montgomery
Pierce, Truman M., Dean, College of Education, Alabama Polytechnic Institute, Auburn
Richardson, O. P., Assistant Director, Division of Administration and Finance, State Department of Education, Montgomery
Roberts, Ralph M., Chairman, Counseling and Guidance, College of Education, University of Alabama, University
Simmons, J. E., Superintendent, Jefferson County Schools, Birmingham
Smith, (Mrs.) Bessie C., Jeanes Supervisor, East Tallahassee
Smith, G. S., Supervisor of Instruction, Cullman County Schools, Cullman
Smith, O. Romaine, Youngfolks Editor, *The Progressive Farmer*, Birmingham
Stewart, Frank R., Administrative Assistant, State Department of Education, Montgomery
Tidwell, R. E., Assistant to the President, Stillman College, Tuscaloosa; Executive Committee of the Department
Torrence, Andrew P., Acting Head, Department of Agricultural Education, Tuskegee Institute

INSTITUTIONAL MEMBER

Library, Alabama Polytechnic Institute, Auburn

ARIZONA

Best, (Mrs.) Bessie Kidd, Superintendent, Coconino County Schools, Flagstaff
Chadwick, Daniel R., Head Teacher, Cave Creek District No. 93, Phoenix
Fleetham, Fay, Head Teacher, Douglas School, Douglas
Haddeman, Della M., Teacher, Ganado School, Ganado
Joslin, Louis F., Superintendent of Schools, Palo Verde
Kinkead, (Mrs.) Hazel E., Teacher, Pendergast District No. 92
Martin, (Mrs.) Mary McCollum, Teacher, Retired, Eloy
Reece, (Mrs.) Florence, Superintendent, Pima County Schools, Tucson
Smith, Harold W., Superintendent of Schools, Glendale

ARKANSAS

Armstrong, W. V., Supervisor of Schools, St. Francis County, Forest City
Black, Glenn W., Superintendent of Schools, Siloam Springs
Blankenship, P. V., Supervisor of Schools, Madison County, Huntsville
Bollen, J. D., Supervisor of Schools, Faulkner County, Conway
Bradford, David F., Supervisor of Schools, Van Buren County, Clinton
Castleberry, W. E., Supervisor of Schools, Prairie County, Des Arc
Chitwood, R. B., Superintendent of Schools, Lake Village
Clark, J. O., Superintendent of Schools, McGehee
Coats, Earl, Superintendent of Schools, Alma
Cook, Floyd W., Superintendent of Schools, Perryville
Cox, Homer L., Superintendent, Bono High School, Bono

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Dagenhart, R. S., Supervisor of Schools, Polk County, Mena
Fincher, Allen, Supervisor of Schools, Columbia County, Magnolia
Ford, A. W., Commissioner of Education, State Department of Education, Little Rock
Forrest, M. D., Superintendent of Schools, Corning
Gaddy, Myrtle F., Supervisor of Schools, Jackson County, Newport
Griswold, J. G., Supervisor of Schools, Dallas County, Fordyce
Head, Robert A., Superintendent of Schools, Lamar
Hicks, Charles A., Supervisor for Negro Schools, State Department of Education, Little Rock
Holmes, O. G., Supervisor of Schools, Boone County, Harrison
Hughes, James M., Supervisor of Schools, Chicot County, Lake Village
Ireeman, Ann, Arkansas Education Association, Little Rock
Searon, William T., Superintendent, Howard County Training School, Mineral Springs
Little, E. W., Supervisor of Schools, Green County, Paragould
Logan, Coy, Supervisor of Schools, Carroll County, Berryville
Lou[illegible]mills, H. C., Supervisor of Schools, Perry County, Perryville
McCuiston, Ed., Director, Division of Negro Education, State Department of Education, Little Rock
McKenzie, A. R., Superintendent of Schools, Sheridan
Mayes, John, Supervisor of Schools, Mississippi County, Blytheville
Moore, Fred, Supervisor of Schools, Jefferson County, Pine Bluff
Morgan, Roy H., Supervisor of Schools, Garland County, Hot Springs
Orr, W. E., Supervisor of Schools, White County, Searcy
Parker, Maurice R., Supervisor of Schools, Little River County, Ashdown
Petty, Paul V., Associate Professor of Education, University of Arkansas, Fayetteville
Poteet, Custer, Supervisor of Schools, Conway County, Morrilton
Pyle, H. R., Executive Director, Arkansas State Teachers Retirement System, State Department of Education, Little Rock
Ritchie, J. Bryan, Supervisor of Schools, Nevada County, Prescott
Roberts, Roy, W., Head, Department of Vocational Teachers Education, University of Arkansas, Fayetteville
Ross, Clyde, Supervisor of Schools, Drew County, Monticello
Rozzell, Forrest, Executive Secretary, Arkansas Education Association, Little Rock
Scott, Emma, Arkansas Education Association, Little Rock
Sheffield, Cecil L., Supervisor of Schools, Howard County, Nashville, Executive Committee of the Department, State Director, Advisory Council to the National Commission on the Intermediate Administrative Unit, Planning Committee, Southwest Regional Conference on Administrative Leadership Serving Community Schools
Smith, Earl, Supervisor of Schools, Randolph County, Pocahontas
Strong, (Mrs.) Anna M. P., Principal, Robert R. Moton High School, Marianna
Sugg, R. V., Supervisor of Schools, Phillips County, Helena
Taylor, R. F., Superintendent of Schools, Parton
Thornton, R. H., Supervisor of Schools, Grant County, Sheridan
Thomasson, R. B., Supervisor of Schools, Clark County, Arkadelphia
Torry, Harry, Supervisor of Schools, Monroe County, Clarendon
Trice, (Mrs.) Grace B., Supervisor of Schools, Woodruff County, Augusta
Tucker, M. C., Supervisor of Schools, Johnson County, Clarksville
Williamson, Horace, Supervisor of Schools, Union County, El Dorado
Wilson, E. B., Supervisor of Schools, Yell County, Danville

INSTITUTIONAL MEMBER

Torreyson Library, Arkansas State Teachers College, Conway

CALIFORNIA

Atkins, Charles H., Superintendent of Schools, Amador County, Jackson
Bandy, Eleanor K., Superintendent of Schools, Yolo County, Woodland
Bennette, Albert E., Superintendent of Schools, Placer County, Auburn
Byrnes, Margaret, General Supervisor of Instruction, Mendocino County, Ukiah
Carroll, John S., Hollywood Division, Field Enterprises, Los Angeles
Clark, George W., Superintendent of Schools, Merced County, Merced
Caywood, Hal D., Superintendent of Schools, Santa Barbara County, Santa Barbara
Cohen, Milton S., Superintendent of Schools, Inyo County, Independence
Ferguson, Harry L., Writer, Covina
Gansberg, Lucille, Superintendent of Schools, Lassen County, Susanville
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Hart, Anna Marie, Supervisor of Schools, Weaverville
Hart, Leo B., District Superintendent of Schools, Pond; Committee on Rural Life and Education on the World Scene
Hayes, John D., Assistant Superintendent of Schools, Orange County, Santa Ana
Heffernan, Helen, Chief, Bureau of Elementary Education, State Department of Education, Sacramento
Hill, (Mrs.) Margaret F., Teacher, Santa Barbara
Hoffman, (Mrs.) Howardine G., Director, Division of Elementary Education, Los Angeles County, Los Angeles
Hubjelle, Anne L., Curriculum Coordinator, San Diego County, San Diego
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Hood, (Mrs.) Marie L., Acting Administrative Assistant, San Diego County, San Diego
Houx, Kate, Consultant in Elementary Education, Santa Barbara County, Santa Barbara
Hubbard, O. S., Superintendent of Schools, Santa Clara County, San Jose
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Johnston, Lillian B., Educational Consultant, El Dorado County, Placerville
Kent, Harold W., Assistant Superintendent of Schools, Educational Services, Contra Costa County, Martinez

Kay, Clayton E., Consultant in Elementary Education, Riverside County, Riverside
Kendall, Glenn, President, Chico State College, Chico
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Martin, Walter G., Superintendent of Schools, Fresno County, Fresno
Meade, (Mrs.) Agnes Weber, Superintendent of Schools, Yuba County, Marysville
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Mostowski, John J., Agriculture Teacher, Lodi
Nance, (Mrs.) Afton, Elementary Consultant, State Department of Education, Sacramento
Overfield, Ruth, Consultant in Rural Education, Lassen County, Susanville
Paul, John F., Curriculum Coordinator, San Diego County, San Diego
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Rhodes, Alvin E., Superintendent of Schools, San Luis Obispo County, San Luis Obispo; Co Chairman, National Commission on the Intermediate Administrative Unit
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Young, Kenneth G., Director of Curriculum, Siskiyou County, Yreka
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Auld, Lucy C., Administrative Assistant, State Department of Education, Denver
Bishop, W. E., Superintendent of Schools, Englewood; Executive Committee of the Department
Cushing, Colbert E., Division of Field Service, Colorado Education Association, Denver
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Latting, (Mrs.) Lucille H., Elementary Supervisor, State Department of Education, Denver
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Gustin, Margaret, Elementary Supervisor, State Department of Education, Unionville

McDonald, (Mrs.) Helen B., Elementary Supervisor, State Department of Education, Winstead

Nybakken, Ernest O., Chief, Bureau of Rural Supervisory Service, State Department of Education, Hartford; Executive Committee of the Department; State Director; Advisory Council to the National Commission on the Intermediate Administrative Unit

Outlaw, Guy T., Teacher, Andover Elementary School, Andover

Reilly, John C., Superintendent of Rural Education, State Department of Education, Willimantic; deceased April 1956

Seidel, Ida E., Elementary Supervisor, State Department of Education, Willimantic

Shultz, Wilmer L., Superintendent of Rural Education, State Department of Education, Canaan

Stoddard, Paul W., Principal, Housatonic Valley Regional High School, Falls Village

Umberger, Willis H., Superintendent of Rural Education, State Department of Education, Norwich

Walker, (Mrs.) M. E., The Educational Publishing Company, Darien

DELAWARE

Afflerbach, Calvin E., Rural Elementary Supervisor, State Department of Public Instruction, Wilmington; State Director

Baltz, Austin D., Principal, Oak Grove School, Elsmeer

Douglas, Mary A., Teacher, District 212½c, Delmar

Esenbrey, Preston G., Supervisor of Transportation, State Department of Public Instruction, Dover

Harris, Charles R., Delaware State Education Association, Dover

Hastings, Grace E., Teacher, Farmington School, Bridgeville

James, J. Stanley, Principal, Millsboro District No. 204, Millsboro

Leasure, May B., Teacher, Eden School, New Castle County, Bear

Moore, (Mrs.) Grace C., Elementary Principal, Newport, Wilmington

Piper, Viola W., Teacher, District 107c, Melton

Stradley, (Mrs.) Elsie Woolexhan, Teacher, Harmony School, Newark

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Clark, Ines M., Assistant Director, Division of Rural Service, National Education Association; Assistant Executive Secretary of the Department

[illegible]

[illegible] Division of Rural Service, National Education Association

Dawson, Howard A., Director, Division of Rural Service, National Education Association; Executive Secretary of the Department

Ellena, William J., Director of Publications, National Commission on Teacher Education and Professional Standards, National Education Association

Fessenden, (Mrs.) Jewell G., Division of Research and Training, Federal Extension Service, U. S. Department of Agriculture

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Franseth, Jane, Rural Education, Elementary Schools, Instruction, Organization, and Services Branch, Office of Education, U. S. Department of Health, Education, and Welfare; Committee on Recruitment and Preparation of Rural Teachers

Guernsey, George T., Assistant Director, Department of Education, American Federation of Labor-Congress of Industrial Organization

Hess, Walter E., Managing Editor, National Association of Secondary School Principals, National Education Association

Hutchins, Clayton D., School Finance, School Administration Branch, Office of Education, U. S. Department of Health, Education, and Welfare

Isenberg, Robert M., Assistant Director, Division of Rural Service, National Education Association; Assistant Executive Secretary of the Department

James, Stephen, Director, Education and Rural Division, Automotive Safety Foundation

Johnson, Elizabeth S., Chief, Division of Child Labor, Bureau of Labor Standards, U. S. Department of Labor.

Johnson, Reuben, Assistant Legislative Secretary, National Farmers Union

Lewis, Gertrude M., Upper Grades, Elementary Schools, Instruction, Organization and Services Branch, Office of Education, U. S. Department of Health, Education, and Welfare

McClure, Worth, Executive Secretary, American Association of School Administrators, National Education Association

McConnell, Beatrice, Chief, State Services Division, Bureau of Labor Standards, U. S. Department of Labor

McKeever, Nell, Assistant Chief, Public Health Education, Public Health Service, U. S. Department of Health, Education, and Welfare

Moreland, Mary L., Division of Rural Service, National Education Association

Pope, Farnham, Dependent Schools Section, I and E Branch, Personnel Services Division, Division of Military Personnel, Air Force Headquarters

Richards, Edward A., Deputy National Director, American Junior Red Cross

Robinson, James L., Extension Economist, Federal Extension Service, U. S. Department of Agriculture

Rogers, Ira E., Jr., Staff Associate, Rural Division, Automotive Safety Foundation

Sabrosky, (Mrs.) Laurel K., Analyst, Federal Extension Service, U. S. Department of Agriculture

Taylor, J. L., School Plant Planning, School Housing, School Administration Branch, Office of Education, U. S. Department of Health, Education, and Welfare

Thomas, Frank, Assistant to the Commissioner, Office of Education, U. S. Department of Health, Education, and Welfare

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Farnell, J. Crockett, Superintendent, Hillsborough County Schools, Tampa; State Director, Advisory Council to the National Commission on the Intermediate Administrative Unit
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McCall, Allen D., General Supervisor, Santa Rosa County Schools, Milton
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Burnham, Reba, Director, Resource Use Education, Department of Education, University of Georgia, Athens
Cherry, Jim, Superintendent, DeKalb County Schools, Decatur, Advisory Council to the National Commission on the Intermediate Administrative Unit
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Donovan, Elizabeth, Instructional Consultant, State Department of Education, Atlanta
Faris, W. A., Superintendent, Chatham County Schools, Savannah
Fox, R. H., [illegible] Company, Albany
Jones, D. Ray, Principal, [illegible] Consolidated School, Charlton County Schools, Folkston
Jones, Sarah L., Chief Library Consultant, State Department of Education, Atlanta
Keuimer, Zade, Superintendent, Harris County Schools, Hamilton
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Nix, Lucile, Chief Library Consultant, State Department of Education, Atlanta
Pafford, W. E., Director, Division of Field Service, State Department of Education, Atlanta
Phillips, K. N., Superintendent, Irwin County Schools, Ocilla
Phillips, W. O., Superintendent, Emanuel County Schools, Swainsboro
Rigsby, E. R., Vocational Agriculture Instructor, Camilla Consolidated Schools, Mitchell County Schools, Camilla
Saxon, J. Harold, Executive Secretary, Georgia Education Association, Atlanta
Smith, Allen C., Director, Division of Staff Services, State Department of Education, Atlanta
Smith, J. Wilkins, Superintendent, Coweta County Schools, Newnan
Smith, William S., Superintendent, Charlton County Schools, Folkston; State Director; National Commission on the Intermediate Administrative Unit
Sprayberry, W. P., Superintendent, Cobb County Schools, Marietta
Strickland, A. J., Superintendent of Schools, Trion
Tabor, Lewis W., Superintendent, Houston County Schools, Perry
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Thigpen, (Mrs.) Clifford, Superintendent, Treulen County Schools, Soperton
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Crowley, Edith E., Elementary Supervisor, Clearwater County, Orofino; Advisory Council to the National Commission on the Intermediate Administrative Unit
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Goodman, (Mrs.) Elma M., Superintendent of Schools, Elmore County, Mountain Home
Grinwell, Melvin, Superintendent of Schools, District A 215, Fremont County, St. Anthony
Hulme, Amos B., Elementary Supervisor, Bear Lake County, Paris
Stradley, Doris, Superintendent of Schools, Twin Falls County, Twin Falls
Warner, Carl W., Superintendent of Schools, Minidoka County, Rupert
Williams, Homer D., Principal, Grace School, Grace

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ILLINOIS

Bailey, Dwight L., Director of Rural Education, Western Illinois State Teachers College, Macomb
Bent, Leo, Dean, College of Education, Bradley University, Peoria
Black, Luther J., Secretary, State Teachers Certification Board, State Department of Public Instruction, Springfield; Committee on Recruitment and Preparation of Rural Teachers
Blair, Clarence D., Superintendent of Schools, St. Clair County, Belleville
Brudi, Lawrence E., Superintendent of Schools, Carroll County, Mt. Carroll
Carney, Mabel, *Life Member*, Marseilles
Conklin, Paul S., Superintendent of Schools, Winnebago County, Rockford
Cox, John K., Secretary, General Services, Illinois Agricultural Association, Chicago
Crackel, Verne E., Superintendent of Schools, Will County, Joliet
Deweese, Forest L., Assistant Superintendent, Community Unit School District No. 3, Taylorville
Deyoe, P. G., Professor, Agricultural Education, University of Illinois, Urbana
Dickey, A. W., Superintendent of Schools, De Witt County, Clinton
Dixon, Dorothy L., Assistant Superintendent in Charge of Supervision, McDonough County, Macomb
Elliott, R. H., Superintendent of Schools, Vermilion County, Danville
Fricke, Louise, Superintendent of Schools, Henderson County, Oquawka
Goodrich, (Mrs.) Lucile, Superintendent of Schools, Livingston County, Pontiac
Hance, Wayne, Superintendent of Schools, Cumberland County, Toledo
Harshbarger, Ernest M., Superintendent of Schools, Champaign County, Urbana
Hawley, Ray, Superintendent of Schools, La-Salle County, Ottawa
Hiett, Naomi, Executive Secretary, Illinois Commission on Children, Springfield
Keefe, J. A., Superintendent of Schools, Ford County, Paxton
Keehner, Paul F., Superintendent of Schools, Community Unit School District No. 4, Paris
Knapp, Royce H., Director, Educational Research, F. E. Compton and Company, Chicago
Lawrence, (Mrs.) F. A., State Schools Chairman, Illinois Home Bureau Federation, McLean
Leffler, Harold G., Superintendent of Schools, Jasper County, Newton
Lessauer, (Mrs.) Marjorie B., Curriculum Supervisor, Lombard Elementary School, Sycamore, Advisory Council to the National Commission on the Intermediate Administrative Unit
Luthe, Roy M., Superintendent of Schools, Edwards County Community Unit School District No. 1, Albion
Makuh, Mike, Superintendent of Schools, Macoupin County, Beald
Marner, G. C., Eastern Illinois State Teachers College, Charleston
McGregor, Roland, Manager, Illinois Pupils Reading Circle, Bloomington
McLure, William P., Director, Bureau of Educational Research, College of Education, University of Illinois, Urbana
Meek, Paul, Assistant Superintendent of Schools, Community Unit District No. 5, Waterloo
Meyer, [illegible], Superintendent of Schools, Menard County, [illegible]
Miller, Van, Professor of Education, University of Illinois, Urbana
Mueller, E. W., Secretary, Rural Church Program, National Lutheran Council, Chicago
Olsen, Hans C., Director, Rural Education, Eastern Illinois State College, Charleston
Peck, J. R., Superintendent of Schools, Knox County, Galesburg
Pufler, Noble J., Superintendent of Schools, Cook County, Chicago
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Roberts, R. P., Superintendent of Schools, Iroquois County, Watseka
Robinson, Truman, Superintendent, Rural Community Consolidated School District No. 10, Woodstock
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Wilkins, George T., Superintendent of Schools, Madison County, Edwardsville
Will, (Rev.) Irvin R., Director, Catholic Rural Life Conference, Sigel
Wrench, Frank, Superintendent of Schools, Piatt County, Monticello
Wright, H. E., Superintendent and Principal, Newton Community High School, Newton
Wright, Roe M., Business Manager, National Congress of Parents and Teachers, Chicago; National Commission on the Intermediate Administrative Unit

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INDIANA

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Bookwalter, Karl, Professor of Physical Education, School of Health, Physical Education and Recreation, Indiana University, Bloomington
Brannock, Robert L., Superintendent of Schools, Lake County, Crown Point
Cook, Paul M., Executive Secretary, Phi Delta Kappa, Bloomington
Endres, (Mrs.) Mary P., Associate Professor of Education, Purdue University, Lafayette; Vice President of the Department, 1956-57
Foote, Lawrence E., Superintendent of Schools, Allen County, Fort Wayne
Gardner, Hawley A., Superintendent of Schools, Union County, Liberty
Grubbs, G. W., Superintendent of Schools, Pulaski County, Winamac; Executive Committee, Division of Pupil Transportation
Glidden, Robert F., Superintendent of Schools, Marion County, Indianapolis

Guy, Philip A., Assistant Superintendent, State Department of Public Instruction, Vernon
Hines, Arthur H., Superintendent of Schools, Wayne County, Centerville
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Mahoney, Irene, Argos High School, Argos
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O'Hara, Warren, Director, Department of Education, Indiana Farm Bureau, Indianapolis
Osborn, Haskell B., Superintendent, Nappanee Community School, Nappanee
Peregrine, Donald, Superintendent of Schools, Starke County, Knox
Peters, (Mrs.) Mary, Teacher, Syracuse School, Turkey Creek Township, Syracuse
Pound, Clarence A., Associate Professor of Education and Consultant in Rural Education, Purdue University, Lafayette; State Director; National Commission on the Intermediate Administrative Unit
Ratliff, Fred, Superintendent of Schools, Grant County, Marion
Rayburn, Russell H., Director, Special Education, State Department of Public Instruction, Plainfield
Smith, Harold A., Superintendent of Schools, Huntington County, Huntington
Sutton, Clyde S., Superintendent of Schools, Elkart County, Goshen
Vining, Edna L., Teacher, Bourbon Township School, Bourbon
Wershing, Ralph J., Superintendent of Schools, Morgan County, Martinsville
Wilkinson, Ross, Superintendent of Schools, Steuben County, Angola
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Teachers Special Library, Indianapolis Instruction Center, Indianapolis
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Executive Secretary, Department of Institutional Missions UCMS, Indianapolis

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Cleveland, G. S., Superintendent of Schools, Worth County, Northwood
Coen, Edwin, Superintendent of Schools, Crawford County, Denison
Davis, Floyd A., Superintendent of Schools, Knoxville
DeKock, H. C., Professor of Education, College of Education, State University of Iowa, Iowa City; Executive Committee of the Department
Dickens, Vera E., Superintendent of Schools, Ringgold County, Mount Ayr
Dory, Rex G., Superintendent of Schools, Whiting
Dreier, William H., Assistant Professor of Education, Department of Education, Iowa State Teachers College, Cedar Falls
Eckrich, Eileen, Superintendent of Schools, Harrison County Schools, Logan
Edgren, W. T., Director of Transportation, State Department of Public Instruction, Des Moines; State Director
Edie, Irwin W., Superintendent of Schools, Rudd
Ellson, Floyd L., Superintendent of Schools, Webb
England, J. H., Superintendent of Schools, Leon
Erickson, Dwight A., Superintendent of Schools, Warren County, Indianola
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Ewing, H. E., Superintendent of Schools, Carson
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Friman, Maude, Superintendent of Schools, Adams County, Corning
Gaard, R. C., Superintendent of Schools, Bremer County, Waverly
Gambrich, Ralph W., Superintendent of Schools, Tipton
Gilchrist, Guy G., Iowa Farm Bureau Federation, Des Moines
Gill, Lester N., Superintendent of Schools, Cedar County, Tipton
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Godfrey, Floyd E., Superintendent of Schools, Dallas County, Adel
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Harrison, A. E., Superintendent of Schools, Buena Vista County, Storm Lake
Hartman, W. Harold, Superintendent of Schools, Black Hawk County, Waterloo
Hendrickson, Elmer A., Superintendent of Schools, Howard County, Cresco
Herring, Bradley M., Superintendent of Schools, Decatur County, Leon

Holmes, Glenn, Extension Specialist, Iowa State College, Ames
Hurnen, Gladys, Elementary Supervisor, State Department of Public Instruction, Des Moines
Howell, Fannie G., Superintendent of Schools, Floyd County, Charles City
Huehn, Kermith S., Superintendent of Schools, Harden County, Eldora
Hungerford, J. B., Superintendent of Schools, Coggon
Isenberger, W. W., Superintendent, Hudson Consolidated School, Hudson
Johnson, L. E., Superintendent of Schools, Appanoose County, Centerville
Johnson, W. F., Superintendent of Schools, Spencer
Kelso, Clifford, Superintendent of Schools, Coin
Kurzevich, S. J., Associate Professor of Education, State University of Iowa, Iowa City
Koontz, Donald H., Assistant Professor of Sociology, Simpson College, Indianola
Krabill, Lester R., Superintendent of Schools, Washington County, Washington
Lester, O. E., Superintendent of Schools, Oakland
Manship, Raymond, Superintendent of Schools, Van Horne
Martin, Charles F., Executive Secretary, Iowa State Education Association, Des Moines
Martin, C. M., Superintendent of Schools, Cerro Gordo County, Mason City
Meloy, F. E., Superintendent of Schools, Iowa County, Marengo
Messer, Frances I., Superintendent of Schools, Humboldt County, Dakota City
Molsberry, W. W., Superintendent of Schools, Keokuk County, Sigourney
Morris, R. A., Superintendent of Schools, Green County, Jefferson
Morse, A. S., Superintendent of Schools, Fayette County, West Union
Norris, Paul B., Executive Secretary, Iowa Division, Izaak Walton League of America, Indianola
Norris, Ralph C., Superintendent of Schools, Polk County, Des Moines; Advisory Council to the National Commission on the Intermediate Administrative Unit
North, Ward T., Superintendent of Schools, Van Buren County, Keosauqua
Ogden, Bartley, Superintendent of Schools, Odebolt
Oriale, L. P., Superintendent of Schools, Mitchell County, Osage
Pickett, L. L., Superintendent of Schools, Ruthven; Planning Committee, Midwest Regional Conference on Administrative Leadership Serving Community Schools
Pond, Millard Z., Superintendent of Schools, Burlington
Price, W. K., Superintendent of Schools, Monona County, Onawa
Quimard, A. M., Superintendent of Schools, Kossuth County, Algona
Reed, Lula B., Superintendent of Schools, Montgomery County, Red Oak
Reid, L. W., Superintendent of Schools, Elwood
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Sarkey, Claude W., Superintendent of Schools, Wright County, Clarion
Schindler, E. P., Superintendent of Schools, Story County, Nevada
Schuler, A. H., Superintendent of Schools, Atlantic
Shepherd, Lou A., Extension Service, Iowa State Teachers College, Cedar Falls
Shultz, John G., Reorganization Consultant, State Department of Public Instruction, Des Moines
Shupp, Walter A., Superintendent of Schools, Linn County, Cedar Rapids
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Holroyd, Flora E., Assistant Professor of Rural Education, Kansas State Teachers College, Pittsburg
Huff, Clifton B., Professor of Education, Kansas State Teachers College, Emporia; President of the Department, 1935-36
Johnson, Homer L., Associate Professor of Education, Kansas State Teachers College, Pittsburg
Jones, (Mrs.) Frances, Superintendent of Schools, Lyon County, Emporia
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Jones, Lee Francis, Head, Department of Education, Western Kentucky State College, Bowling Green
Landolt, R. G., President, Lees Junior College, Jackson
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Moore, W. J., Dean, Eastern Kentucky State College, Richmond
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Murray, Ray A., Associate Professor of Agricultural Education and Rural Life, University of Maryland, College Park
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Fennell, Edward G., Assistant Professor of Education, University of Massachusetts, Amherst

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Education Department, University of Massachusetts, Amherst

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Drink, Dwight, Teacher, Brick School, Hainbridge Township, Watervliet
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Dondineau, (Mrs.) Bernice, Supervising Teacher, Wayne County Schools, Detroit; Committee on Rural Life and Education on the World Scene
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Milbrath, Cyril M., Department of Vocational Education, Michigan State University, East Lansing
Miller, Paul A., Director, Cooperative Extension Service, Michigan State University, East Lansing
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Rice, C. Alfred, Superintendent of Schools, Branch County, Coldwater
Robinson, William McKinley, Director of Rural Life and Education, Western Michigan College of Education, Kalamazoo; Chairman, Committee on Recruitment and Preparation of Rural Teachers
Rollin, Russell A., Superintendent of Schools, Iosco County, Tawas City
Sanders, Lucille E., Department of Rural Life and Education, Western Michigan College of Education, Kalamazoo
Seay, Maurice, Director, Division of Education, W. K. Kellogg Foundation, Battle Creek
Simmons, W. T., Superintendent of Schools, Montcalm County, Stanton
Sinnta, S. H., Executive Secretary, Michigan Association of School Boards, Michigan State University, East Lansing
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Stearns, Troy L., Head, Department of Elementary Education, Michigan State University, East Lansing
Stroud, Alton J., Superintendent of Schools, Ingham County, Mason
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Thayer, Howard C., Deputy Superintendent of Schools, Washtenaw County, Ann Arbor
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Armstrong, Grace, Professor of Education, State Teachers College, Mankato
Barken, Ben, Principal, Meadowlands School, Meadowlands
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Cornehussen, Alice L., Principal, College Elementary Laboratory School, State Teachers College, Moorhead
Cross, C. Willard, Superintendent of Schools, Faribault
Dittes, W. H., Superintendent, Independent Consolidated District No. 47, New York Mills
Een, Andrew R., Superintendent, District No. 6, Wisdom
Elke, Estelle L., Teacher Training, Little Falls High School, Little Falls
Engum, T. C., Director of Rural Education, State Department of Education, St. Paul

Fisher, Seth, Director, Minnesota Council of Adult Education, Minneapolis
Frost, Jennie M., Superintendent of Schools, Lyon County, Marshall
Haggerty, Michael J., State Supervisor of School Transportation, State Department of Education, Minneapolis
Halverson, G. R., Superintendent of Schools, Chatfield
Hanson, Willard E., Consultant, School District Surveys and Reorganization, State Department of Education, St. Paul
Hedland, Carl J., Superintendent of Schools, Independent District No. 1, Carlton County, Esko
Hughes, J. A., Superintendent of Schools, Forest Lake
Ingberg, Albert, Superintendent of Schools, Laporte
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Kitts, Harry W., Professor, Department of Agricultural Education, University of Minnesota, St Paul
Knutt, Leslie A., Teacher, Esko Public Schools, Esko
Lapham, Gladys H., Superintendent of Schools, Houston County, Caledonia
Malmquist, M. L., Superintendent of Schools, Grand Rapids
Malmrose, (Mrs.) Addie N., Superintendent of Schools, Watonwan County, St. James
Matson, Margaret, Superintendent of Schools, Waseca County, Waseca
Meyer, Eugene, Director, Elementary Schools, State Department of Education, St. Paul
Mickelson, Irwin L., Superintendent of Schools, Le Sueur
Miller, Ralph E., Associate Professor, Department of Agricultural Education, University of Minnesota, St. Paul
Murphy, Edna L., *Life Member*, Grand Rapids
Murray, Hazel G., Teacher, Austin Junior High School, Austin
Nucy, William J., Superintendent of Schools, Litchfield
Northuger, (Mrs.) Mary E., Superintendent of Schools, Douglas County, Alexandria
Nuernberg, W. O., Superintendent of Schools, Rice County, Faribault
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Peterson, Milo J., Head, Department of Agricultural Education, University of Minnesota, St. Paul
Plumb, Valworth R., Chairman, Division of Education and Psychology, University of Minnesota, Duluth Branch, Duluth
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Smith, Frank R., College of Education, University of Minnesota, Minneapolis
Smythe, W. R., Superintendent of Schools, Sherburn
Sohlstrom, S. D., Administrative Assistant, State Teachers College, St. Cloud
Stapleton, C. L., Superintendent of Schools, Beltrami County Schools, Bemidji
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Wakefield, Howard E., College of Education, University of Minnesota, Minneapolis
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Bond, Ada, Elementary Supervisor, Jackson County, Pascagoula
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Hill, Robert R., Professor of Education, Southeast Missouri State College, Cape Girardeau
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Lively, Charles E., Professor of Rural Sociology, University of Missouri, Columbia
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Mittler, E. F., Head, Division of Extended Services, Northeast Missouri State Teachers College, Kirksville
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Moore, Paul J., State 4-H Club Leader, Montana State College, Bozeman
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Farley, Rosalie W., Coordinator, In-Service Education, Teachers College, University of Nebraska, Lincoln
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Gilmore, Mary, Superintendent of Schools, Custer County, Broken Bow
Gorman, Frank H., Dean, College of Education, University of Omaha, Omaha; Committee on Recruitment and Preparation of Rural Teachers
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Gugelman, Emma H., Superintendent of Schools, Frontier County, Stockville
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Hayes, Dale K., Assistant Professor of Education, Teachers College, University of Nebraska, Lincoln
Hayward, (Mrs.) Willard, Superintendent of Schools, Grant County, Hyannis
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McIlrath, Olive M., Superintendent of Schools, Polk County, Osceola
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Dalager, Paul A., Executive Secretary, North Dakota Education Association, Bismarck
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Fitzgerald, J. C., Assistant Director of College Extension, Oklahoma A & M College, Stillwater; State Director; Executive Committee of the Department
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Pritchard, Guy M., 824 W. Bennett Drive, Stillwater
Rowe, Omer, Superintendent of Schools, Carter County, Ardmore
Sadler, Steve, Superintendent, Straight School, District No. 80, Guymon
Smart, Jake, Director, Rural and Elementary Education, State Department of Education, Oklahoma City
Sorenson, Helmer E., Associate Dean, College of Education, Oklahoma A & M College, Stillwater
Tarver, James D., Associate Professor, Department of Sociology and Rural Life, Oklahoma A & M College, Stillwater
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Hess, Walter L., Vocational Agriculture Instructor, Slippery Rock
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Sollenberger, D. Raymond, Supervising Principal, Williamsburg Community Schools, Blair County, Williamsburg
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Stevens, Glenn Z., Associate Professor of Agricultural Education, Pennsylvania State University, University Park
Stuck, Earl K., Assistant Superintendent of Schools, Centre County, Bellefonte; Advisory Council to the National Commission on the Intermediate Administrative Unit
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Edwards, Katherine, Consultant, School Health, Greenville County Schools, Greenville
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Philippines Women's University, Manila

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Chief, Urban Teacher Education, USOM, American Embassy, Beirut

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